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ABSTRACT

In 1990-91, the Austin Independent School District (AISD) (Texas) received a Title VII grant to serve a population of recently arrived limited English proficient (LEP) high school students. Additional years of funding were subsequently awarded. These students typically have had interrupted schooling in their own countries, resulting in a wide range of literacy skills. The district's program, open to students of all language backgrounds, aims to improve English proficiency and achievement skills of target students through intensive instruction in small classes. It is intended that students be mainstreamed after one year in the Newcomers Program. In the 1994-95 year, the 116 students served demonstrated an average 14-point gain on the Language Assessment Battery over the year, indicative of improvement, but not proficiency. The program did worse than had been anticipated in keeping students in school in 1994-95, although it had kept more students enrolled than expected in the prior years. Both program staff and students thought that the program had been helpful in assisting students to make the transition to English, and students rated the support and encouragement of the faculty highly. The 1994-95 school year was the final year of the Title VII Newcomers program. (Contains 1 table, 33 figures, and 7 references.) (SLD)

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Austin Independent School District

TITLE VII NEWCOMERS PROGRAM 1994-95

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TITLE VII NEWCOMERS PROGRAM 1994-95 FINAL REPORT

Executive Summary

Austin Independent School District
Department of Performance Audit and Evaluation

Author: Rosa Maria Gonzalez

Program Description

In 1990-91, AISD received a three-year Title VII grant to serve a population of limited English-proficient (LEP) high school students called "newcomers." Two additional years of funding were subsequently awarded. In addition to being limited English proficient, these students have recently arrived in the United States. *For the purpose of the program, a newcomer is defined as a student who has been in the U.S. for one year or less.* These students typically have limited or interrupted schooling in their home countries and a wide range of literacy skills. Increasing numbers of immigrants continue enrolling at three high school campuses: Austin, Lanier, and Reagan. To serve the special needs of such students, AISD developed its Title VII Newcomers Program. All language backgrounds are eligible for the program, with Spanish being the primary language (91%) of the students.

The goal of the Title VII Newcomers Program is to improve the English language proficiency and the achievement skills of the target students. The program is designed to provide a sheltered environment for its participants. Class size is kept relatively small, and the students receive three hours of intensive English instruction daily which includes listening, speaking, reading, writing, grammar, and vocabulary development. The students receive credits for English for Speakers of Other Languages (ESOL I and II) and Reading Improvement. In addition, students may enroll in a variety of subject areas (e.g., physical science, algebra, biology, typing, Spanish, art, and physical education) to complete their schedules. The program model has a teacher and a teacher assistant assigned to each of the three campuses, and an additional teacher was hired full time at one of the campuses because of increased enrollment. After one year in the Newcomers Program, it is the intent of the program for the students to be mainstreamed into the regular high school curriculum with support in either English as a Second Language (ESL) or sheltered English. Because of the mobility of this target population, if a student enters the program late in the school year, or is unable to make the transition, allowances can be made at the discretion of the Language Proficiency Assessment Committee (LPAC) located on each campus.

In the 1994-95 school year, a total of 116 students was served by the Title VII Newcomers Program.

Major Findings

1. Title VII students are predominantly low income, overage for their grade, dominant or monolingual in a language other than English, and below grade level academically. Nonetheless, these at-risk students demonstrated a commitment to attending school and moving forward with their education. (Pages 7-10)

2. Title VII newcomers demonstrated an average gain of 14 raw score points on the Language Assessment Battery (LAB) from pre- to posttest, which indicates they are improving their abilities in English although they are not yet proficient in English. (Pages 11-12)

3. Compared with other, nonprogram LEP students used as a comparison group, the Title VII newcomers performed at a slightly lower rate on measures of school success such as credits earned and attendance rate during the fall semester. In the spring semester the attendance rate and credits earned slightly increased when compared to the nonprogram LEP students. Newcomers had a higher grade point average than the comparison group during both semesters. The actual school leaver rate was higher than the predicted school leaver rate indicating that the program did worse than anticipated in keeping students in school. The 1994-95 school year has been an exceptional year because for the past four years, the newcomers had consistently been kept in school at rates lower than predicted. (pages 16-20)

4. The general opinion of program staff was that the program was very beneficial in assisting students to make the transition to English and to the school environment. (Pages 35-37)

5. In the opinion of the newcomers, the program was very helpful as they acquired English skills, learned to use the computers, felt welcome in their schools, and felt confident about staying in school. (Pages 31-34)

6. Interviews with graduating former newcomers revealed several recurring themes related to successful completion of school. Former newcomers identified the following factors as helpful to them in attaining their high school diploma: support and encouragement from family, early commitment and perseverance, integration into the school culture, devoting time and effort to studying, and assistance from a teacher and/or teacher assistant in a special program. (Pages 47-48)

Budget Implications

Mandate: Required by external funding agent
Funding Amount: $101,493
Funding Source: Federal

Implications: The program addresses two of AISD's strategic objectives: 1) "one hundred percent of all students who enter AISD will graduate," and 2) "every student will function at his/her optimal level of achievement and will progress successfully through the system."

The 1994-95 school year was the fifth and final year for the Title VII Newcomers Program. The District has been assisted by the U.S. Department of Education for five years in providing continuous special services, instructional materials and computer technology to address some of the distinct academic and linguistic needs of recently arrived high school immigrant students.

MANAGEMENT RESPONSES TO RECOMMENDATIONS

Recommendation	Response
1. The program model of the ESL teacher collaborating with the teacher assistant in addressing both the instructional and cultural adjustment needs of immigrant students designed by the Title VII Program has worked well for the past five years. Given the diversity of immigrant students and their special linguistic and academic needs, the program model of the bilingual/ESL teacher and teacher assistant seems to be a viable instructional model to assist immigrant students in making the transition to American schools.	1. Concur.
2. Capacity building and teacher training are cornerstones in the Title VII program throughout the nation. Staff development in ESL strategies and methodology for content area teachers could provide them with additional effective instructional practices to meet the academic needs of language- minority children.	2. Concur.
3. Most newcomers make the necessary adjustments to the school environment during their year in the Title VII Program. To increase their probability of remaining in school, the support provided to the immigrant students should be continued through other programs (e.g., Communities-in-Schools, TAAS remediation, mentoring, tutoring, etc.) after their year in the Newcomers Program.	3. Concur.

PROGRAM STAFF RECOMMENDATIONS/COMMENTS

1. The District needs to explore the possibility of creating an ESL/GED program in the high school setting to meet the needs of the recent immigrant student who is overage, has low literacy in their native language, and will probably not finish a four year high school program. (Bilingual Coordinator)

2. More District faculty needs to be certified in ESL methodology in order to provide better instruction in the content areas. (Bilingual Coordinator)

3. Select one knowledgeable person to order things from the technology budget. This would give the program continuity; it would maximize our expenditures; it would help staff development if everyone worked on the same platforms; it would necessitate short-term and long-term planning since the grant spans 3-5 years; it would help teachers with the selection of equipment since most are not familiar with current technology and trends; it would help when it comes to maintenance of the equipment. (Teacher)

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CONCLUSIONS

In its fifth year (1994-95), the Title VII Newcomers Program provided a wide range of services. Limited-English-proficient (LEP) students, their parents, their teachers, and the teacher assistants benefitted from the Title VII funds. Despite considerable obstacles of language and cultural adjustment, program students, like their predecessors, demonstrated their commitment to attend school and move forward with their education.

Over the five years of program implementation, the following have emerged as consistent outcomes:

- The newcomers have compared favorably to a similar group of nonprogram students on measures of school success (e.g., credits earned, attendance, grade point average, and school leaver rate).
- Program staff and students have reported that the program has been beneficial in assisting students to acquire English skills and to feel more comfortable in school.
- The program model of the ESL teacher collaborating with the teacher assistant in addressing both the instructional and cultural-adjustment needs of immigrant students has worked well for the past five years.
- In order for students to meet all graduation requirements, they must accumulate the necessary academic credits, pass three state-mandated proficiency tests, and learn a second language; they must make a major commitment to remaining in school and working very hard. Through the five years, former newcomers have continued with their commitment to remain in school until graduation. Students started to graduate the second year of program implementation. Six former newcomers graduated in May 1992 (second year), 10 graduated in May 1993 (third year), 26 in May and summer 1994 (fourth year), and 21 former program students graduated in May and in the summer of 1995.

For these reasons, the Title VII Newcomers Program has been determined to be successful in helping students to acquire some of the skills essential for academic success.

TITLE VII NEWCOMERS PROGRAM, 1994-95

FINAL REPORT

INTRODUCTION

BACKGROUND

For many years, AISD has been awarded U.S. Department of Education Title VII funds to supplement its regular bilingual and English as a Second Language (ESL) programs. In the 1989-90 school year, as the District was completing a five-year grant cycle which helped to serve middle school and high school LEP students, it became apparent that increasing numbers of LEP students who were new arrivals to the U.S. had begun enrolling in District high schools. The largest enrollment of recently arrived immigrants was at Austin, Lanier, and Reagan High Schools. For Bilingual/ESL staff, it was clear that the standard offering of ESL classes supplementing the regular school curriculum would not be adequate to address the needs of this growing population. A program was developed to make the three high-concentration campuses Newcomer centers. Targeted students could then be provided with the additional assistance needed to acquire skills in the English language, become oriented to the U.S. culture, and begin as soon as possible to earn the necessary credits to satisfy the requirements for high school graduation.

In its first year, 1990-91, the program served a total of 108 students; in its second year, 1991-92, the program assisted 104 students. During its third year, 1992-93, the program provided services for 134 newcomers, and in its fourth year, 1993-94, the program served 120 students. The fifth and final year the Title VII Newcomers Program provided 116 recently arrived language-minority students with its services.

By August 1991, the Title VII Newcomers Program was well established in three high schools and able to accommodate students from their respective attendance areas as well as curriculum transfer students. Evaluation findings for the first four years may be found in the Office of Research and Evaluation (ORE) publications 90.38, 91.22, 92.34, and 93.19.

In fall 1993, program staff were notified of the opportunity to submit a grant extension for a fifth and final year of program implementation. In spring 1994, the District was informed by the U.S. Department of Education that grant monies had been allocated for a final year of program implementation in 1994-95. The final program year of the Title VII Newcomers Program continued with its established format and placed a concerted effort on working very closely with the appropriate school personnel to assure ongoing services for immigrant language-minority students in the high schools once the federal monies ceased.

LEP Population in AISD

The trend in the District for the past eight years (1987-88 through 1994-95) has been a steady increase in the number of LEP students. As the number of language-minority students continues to increase, so too must efforts to meet these students' specific learning needs. For the past five years, the Title VII Newcomers Program has been an attempt to address these needs and the growth in the language-minority population.

LEP students have made up an increasing percentage of the AISD population each year over this eight-year period. In the 1987-88 school year, LEP students comprised 7.7% of the District's students; in 1994-95, the percentage had risen to 12.6%.

Figure 1 reflects this upward trend for the past eight years from 1987-88 through 1994-95.

FIGURE 1
LEP STUDENTS (SERVED PLUS PARENT REFUSALS*), AS A PERCENT OF AISD POPULATION, 1987-88 THROUGH 1994-95

SCHOOL YEAR	# OF LEP STUDENTS	# OF AISD STUDENTS	% OF LEP STUDENTS
1994-95	9,139	72,767	12.6%
1993-94	8,089	70,665	11.4%
1992-93	7,373	68,900	10.7%
1991-92	6,485	67,061	9.7%
1990-91	5,706	65,101	8.8%
1989-90	5,173	63,156	8.2%
1988-89	4,870	61,704	7.9%
1987-88	4,615	60,312	7.7%

*"Refusal" = LEP students' parents refused bilingual services.

Not only are LEP students an increasing percentage of AISD's student population, they also represent an increasing percentage of students new to AISD. In 1994-95, one half of the new students arriving in AISD were language-minority students (see Figure 2).

FIGURE 2
LEP STUDENTS AS A PERCENT OF THE OVERALL INCREASE IN AISD STUDENTS, 1988-89 THROUGH 1994-95

SCHOOL YEAR	INCREASE IN # OF LEP STUDENTS	INCREASE IN # OF AISD STUDENTS	% OF THE INCREASE WHO ARE LEP
1994-95	+1,050	2,102	50%
1993-94	+716	1,765	41%
1992-93	+888	1,839	48%
1991-92	+779	1,960	40%
1990-91	+533	1,945	27%
1989-90	+303	1,416	21%
1988-89	+255	1,428	18%

EVALUATION OVERVIEW

The grant awarded to AISD by the U.S. Department of Education specified that there be an independent evaluation to determine the effectiveness of the District's Title VII program. In 1994-95, as in the four previous years, the evaluation focused on the following main questions:

- Did the Title VII newcomers improve their English skills as a result of the program?
- Did the Title VII newcomers improve their academic achievement skills as a result of the program?
- Did the program effectively orient the students to their new life in the U.S.?
- Has the presence of the teacher assistant in the Title VII Newcomers Program classroom had a positive impact on the students?

Evaluation data were collected from a variety of sources:

- The Student Master File and the LEP File provided basic information about the students such as home language, Language Assessment Battery (LAB) scores, language dominance, school mobility, and program entry and exit dates.
- ORE's GENeric Evaluation System (GENESYS) supplied demographic and achievement information on both former and current newcomer students. GENESYS is a special set of computer programs designed to gather outcome information from centrally maintained files on programs of interest. GENESYS helps to streamline data collection and evaluation for a wide variety of projects.
- Interviews were conducted with program staff to obtain and update student information and to gather opinion information about the Title VII Newcomers Program.
- Administrators and Language Proficiency Assessment Committee (LPAC) chairpersons completed a staff survey in which they expressed their perceptions about the program. The teachers, teacher assistants, and program coordinator were interviewed at the end of the school year to gather their opinions about the program.
- Student surveys were completed by program participants in an effort to collect their assessment of the Title VII Newcomers Program, including the use of computers, feeling welcome in their schools, their assessment of their language improvement, helpfulness of program staff, and other aspects of the program.
- A questionnaire was administered to former newcomers (1990-91, 1991-92, 1992-93, and 1993-94) by the teacher assistant, to gather information concerning students' perceptions about their grades, status on graduation requirements, need for tutorial assistance, and other relevant issues.

PROGRAM DESCRIPTION

In 1990-91, AISD was awarded a three-year Title VII grant to serve a population of limited-English-proficient (LEP) high school students called "newcomers." Two additional years of funding were subsequently awarded, the fifth and final year was funded during the 1994 spring semester. In addition to being LEP, these students had recently immigrated to the U.S. For the purpose of the program, *a newcomer was defined as a student who had been in the United States for one year or less.* These students typically have limited or interrupted schooling in their home countries and a wide range of literacy skills. Increasing numbers of immigrants continue to enroll at three high school campuses: Austin, Lanier, and Reagan. To serve the special needs of such students AISD developed its Title VII Newcomers Program. Students from all language backgrounds are eligible for the program, with Spanish being the primary language of most (91%) of the students.

The goal of the Title VII Newcomers Program is to improve the English language proficiency and the achievement skills of the target students. The program is designed to provide a sheltered environment for its participants. Class size is kept relatively small, and the students receive three hours of intensive English instruction daily which includes listening, speaking, writing, grammar, and vocabulary development. The students receive credit for English for Speakers of Other Languages (ESOL I and II) and Reading Improvement. In addition, students may enroll in a variety of subject areas (e.g., physical science, algebra, biology, typing, art, and physical education) to complete their schedules. The program model has a teacher and teacher assistant assigned to each of the three campuses. The staffing pattern has been modified through the years of program implementation because of increased enrollment of LEP students in the high schools. In 1991-92, a part-time teacher was hired at one of the high schools and was retained as a full-time teacher for the next two program years. In 1994-95, a fifth ESL teacher was hired to accommodate increased enrollment of immigrant students at another high school serving newcomers. It is the intent of the program for the students to be mainstreamed after one year into the regular high school English curriculum with support in either ESL or sheltered English. Because of the mobility of immigrant students, a student who entered the program late in the school year, or was unable to make the transition, could continue in the program. The Language Proficiency Assessment Committee (LPAC) located on each campus can recommend that a student continue in the program.

In the 1994-95 school year, 116 students were served by the Title VII Newcomers Program.

1994-95 BUDGET

The total budget for the 1994-95 Title VII Newcomers Program was $101,493; $11,277 less than the amount awarded the District during the fourth (1993-94) year of program operation.

The 1994-95 Title VII Newcomers Program had a working budget of $101,493. The program received $11,277 less than the previous year. The $11,277 was deducted from the following budget categories: salaries, supplies and materials, and operating expenses. The funds provided salaries for three teacher assistants and a part-time evaluation associate, multilevel educational materials, upgrades for existing computers and software, and staff development at the Professional Development Academy for the three program sites. **The cost per student in 1994-95 was $875 in addition to the average per-pupil allocation.**

For the past five years, the contribution of the local foundation program has provided most of the salaries for the ESL teachers who taught the newcomers. The Bilingual Program funds paid for one ESL teacher the first year; the second year an additional part-time teacher was hired because of an increase in the immigrant population; and the last three years the program provided salaries for two teachers who served newcomers. Bilingual program funds have paid for the instructional coordinator to supervise the implementation of the program, and the teacher training. The local contribution paid for the materials and supplies used by the evaluation associate and for the cost of printing the final evaluation reports required by federal regulations for the five years of program implementation.

During the past five years, the District has received a total of $620,263 from the Department of Education to provide instructional services to secondary students who are limited English proficient.

The first two years the funding remained the same, and the last three years the funding decreased in several budget categories. The first three years were more costly because monies were spent to purchase computers and additional instructional technology for second language acquisition. Figure 3 shows the yearly allocations for the Title VII Program for school years 1990-91 through 1994-95.

FIGURE 3
BUDGET FOR THE 1994-95 TITLE VII NEWCOMERS PROGRAM, AND THE PREVIOUS FOUR YEARS

BUDGET CATEGORY	SCHOOL YEAR 1990-91	SCHOOL YEAR 1991-92	SCHOOL YEAR 1992-93	SCHOOL YEAR 1993-94	SCHOOL YEAR 1994-95
Salaries	$96,942	$88,004	$91,049	$89,849	$90,049
Purchased Services	9,200	10,100	6,500	8,500	1,500
Supplies/ Materials	14,749	15,176	10,795	8,359	6,660
Capital Outlay	15,000	17,500	10,794	-0-	-0-
Operating Expenses	1,000	6,040	3,800	3,000	1,000
Indirect Costs	3,109	3,179	3,062	3,062	2,284
TOTAL	$140,000	$140,000	$126,000	$112,770	$101,493

STUDENT CHARACTERISTICS

Like the newcomers from the previous four years, the fifth-year program students are predominantly from low-income families, overage for their grade (and consequently at risk), and monolingual or dominant in a primary language other than English.

The ethnic diversity of the newcomer population has changed to some extent from last year. This year the program had more students from Spanish-speaking countries and fewer from other countries than in previous years. Most (91%) of the 116 students served were from Spanish-speaking countries; among these countries were Mexico, El Salvador, Guatemala, and Honduras. Of the remaining students, 4% were from Vietnam, and less than 1% were from China, Korea, Pakistan, Cameroon, and Taiwan. Nearly all (87%) were from low-income families and were either dominant (89%) or monolingual (8%) in their primary language.

The age range of newcomers was from 13 to 19, with 92% between the ages of 14 to 17. Age is an important variable because being overage for grade (two or more years older than expected for grade level as of September 1) is one of the key indicators of a student's being "at risk" for dropping out. Age is not the only variable that places newcomers in an at-risk category; their limited English proficiency, socioeconomic status, and their literacy skills in the primary language are all contributing factors. Of the newcomers, 47% were overage for their grade, and 53% were not overage. The 1994-95 school year was the first time in five years that the overage newcomers were not in the majority. Although 53% of students are not overage, they continue to be at risk because of their lack of English proficiency.

Figures 4 through 9 illustrate the student characteristics of all the 582 newcomers served by the program during its five years of program implementation. *Figure 4 shows the grade levels of Title VII newcomers. Most (67%) of the program students were in the ninth grade when they entered the program.*

FIGURE 4
GRADE LEVELS OF 1994-95 TITLE VII NEWCOMERS, AND THE PREVIOUS FOUR YEARS

GRADE	SCHOOL YEAR 1990-91	SCHOOL YEAR 1991-92	SCHOOL YEAR 1992-93	SCHOOL YEAR 1993-94	SCHOOL YEAR 1994-95	TOTAL #	TOTAL %
9	62	64	88	88	86	388	67%
10	26	26	38	22	25	137	23%
11	20	14	8	10	5	57	10%
TOTAL	**108**	**104**	**134**	**120**	**116**	**582**	**100%**

Figure 5 illustrates the language dominance of the current and former newcomers. *Most (95%) newcomers have been either dominant or monolingual in a language other than English upon program entry.*

FIGURE 5
LANGUAGE DOMINANCE OF 1994-95 TITLE VII NEWCOMERS, AND THE PREVIOUS FOUR YEARS

DOMINANCE	SCHOOL YEAR 1990-91	SCHOOL YEAR 1991-92	SCHOOL YEAR 1992-93	SCHOOL YEAR 1993-94	SCHOOL YEAR 1994-95	TOTAL #	TOTAL %
A/Monolingual	17	15	9	10	9	60	10%
B/Dominant	90	83	114	104	103	494	85%
C/Bilingual	1	2	7	3	3	16	3%
Not in file	0	4	4	3	1	12	2%
TOTAL	**108**	**104**	**134**	**120**	**116**	**582**	**100%**

Figure 6 shows the number of students from rural and urban areas in their home countries. *Altogether, 59% of former and current newcomers have indicated they came from an urban area.*

FIGURE 6
URBAN/RURAL ORIGIN OF 1994-95 TITLE VII NEWCOMERS, AND THE PREVIOUS FOUR YEARS

AREA URBAN/ RURAL	SCHOOL YEAR 1990-91	SCHOOL YEAR 1991-92	SCHOOL YEAR 1992-93	SCHOOL YEAR 1993-94	SCHOOL YEAR 1994-95	TOTAL #	TOTAL %
Urban	77	70	79	60	55	346	59%
Rural	28	30	50	51	61	213	37%
No Answer*	3	4	5	9	0	23	4%
TOTAL	**108**	**104**	**134**	**120**	**116**	**582**	**100%**

* Students did not answer this item on the Student Intake Form.

Figure 7 shows the countries of origin of the Title VII newcomers. *Through the five years of program service, three quarters (78%) of the newcomers in Austin, Texas came from Spanish-speaking countries, including Mexico, Costa Rica, El Salvador, Guatemala, Honduras, Venezuela, Peru, Colombia, Argentina, Bolivia, and Cuba.*

FIGURE 7
COUNTRIES OF ORIGIN OF 1994-95 TITLE VII NEWCOMERS, AND THE PREVIOUS FOUR YEARS

COUNTRY	SCHOOL YEAR 1990-91	SCHOOL YEAR 1991-92	SCHOOL YEAR 1992-93	SCHOOL YEAR 1993-94	SCHOOL YEAR 1994-95	TOTAL #	TOTAL %
Spanish-Speaking	78	72	103	97	106	456	78%
Vietnam	29	25	30	17	5	106	18%
China	0	4	0	0	1	5	1%
India	0	0	1	2	0	3	<1%
Korea	0	2	0	0	1	3	<1%
Pakistan	1	0	0	0	1	2	<1%
Cameroon	0	0	0	0	1	1	<1%
Ethiopia	0	0	0	1	0	1	<1%
Taiwan	0	0	0	0	1	1	<1%
Russia	0	1	0	0	0	1	<1%
No Answer*	0	0	0	3	0	3	<1%
Total	**108**	**104**	**134**	**120**	**116**	**582**	**100%**

* Students did not answer this item on the Student Intake Form.

Figure 8 illustrates the years of education the program students had in their home countries. When compared to previous years' students, the fifth-year newcomers were very similar to previous groups. *Throughout the five years of program implementation, more than one half (59%) of the newcomers had completed secondary schooling (defined as grades 7-9), 16% completed primary school (defined as grades K-6), and 22% had attended preparatory school (grades 10-12).*

FIGURE 8
1994-95 TITLE VII NEWCOMERS' EDUCATION
IN THEIR HOME COUNTRIES, AND THE PREVIOUS FOUR YEARS

SCHOOL GRADE	SCHOOL YEAR 1990-91	SCHOOL YEAR 1991-92	SCHOOL YEAR 1992-93	SCHOOL YEAR 1993-94	SCHOOL YEAR 1994-95	TOTAL #	TOTAL %
K-6	13	13	17	24	24	91	16%
7-9	58	57	82	73	72	342	59%
10-12	34	29	30	18	18	129	22%
No Answer*	3	5	5	5	2	20	3%
TOTAL	**108**	**104**	**134**	**120**	**116**	**582**	**100%**

* Students did not answer this item on the Student Intake Form.

Figure 9 illustrates the length of time the newcomers had been in the U.S. prior to enrolling in the program. *For the five years of program implementation, a majority (57%) of the newcomers had been in the country for no more than four months; 87% had been in the United States for less than one year.*

FIGURE 9
LENGTH OF TIME IN THE U.S. FOR 1994-95
TITLE VII NEWCOMERS, AND THE PREVIOUS FOUR YEARS

TIME IN THE U.S.	SCHOOL YEAR 1990-91	SCHOOL YEAR 1991-92	SCHOOL YEAR 1992-93	SCHOOL YEAR 1993-94	SCHOOL YEAR 1994-95	TOTAL #	TOTAL %
0 to 4 Months	65*	67	76	52	69	329	57%
5 to 8 Months		12	22	22	19	75	13%
9 to 12 Months	26	14	20	24	16	100	17%
More than 1 Year	14	5	13	13	8	53	9%
No Answer**	3	6	3	9	4	25	4%
TOTAL	**108**	**104**	**134**	**120**	**116**	**582**	**100%**

* In 1990-91 the newcomers accounted for their time in the U.S. in increments of six months; therefore, it is not possible to account for them in the same manner as the newcomers during the last four years of program implementation.

** Students did not answer this item on the Student Intake Form.

OUTCOMES

The Title VII newcomers demonstrated an average gain of 14 raw score points on the Language Assessment Battery, indicating that the students were improving their abilities in English.

ENGLISH LANGUAGE PROFICIENCY

1994-95 Student Performance on the LAB

The Language Assessment Battery (LAB) is a language proficiency test used to evaluate English oral language acquisition. The LAB is designed to assess, in English and Spanish, the reading, writing, listening comprehension, and speaking of students in kindergarten through grade twelve (K-12). Level III, grades 7-12, has a total of 92 items. Test 1 (Listening), Test 2 (Reading), and Test 3 (Writing) are group administered, and Test 4 (Speaking) is individually administered. All four tests are included in Level III of the LAB. The scores of the LAB fall into two categories: raw scores (number of items right) and derived scores (e.g., percentile ranks). Raw scores by themselves have limitations since scores differ in meaning across tests and levels. Derived scores on the LAB are based on the raw scores obtained by the city-wide sample of students tested in the norming study in 1976. The LAB is published by the Houghton Mifflin Company. The LAB has been used for many years by AISD to measure the English language skills of LEP students.

Depending upon dates of program entry, all newcomers were given a pretest in spring or fall 1994, or in spring 1995. The students were administered a posttest in January or May 1995. Pretest and posttest scores were compared to determine if the students, on the average, had improved their English proficiency. Improved performance would indicate increased proficiency in English.

A total of 61 students from the three campuses took both pre- and posttests during the periods given above. The remainder of the newcomers can be accounted for in the following manner: 21 students withdrew during the school year; the scores of the 18 students who enrolled during the 1995 spring semester were not included because of their short time in the program; and 16 students' scores were incomplete or unavailable due to absence. The average raw score for the pretest was 36, while the average raw score for the posttest was 50. **An average gain of 14 raw score points indicated that the students were learning more English.**

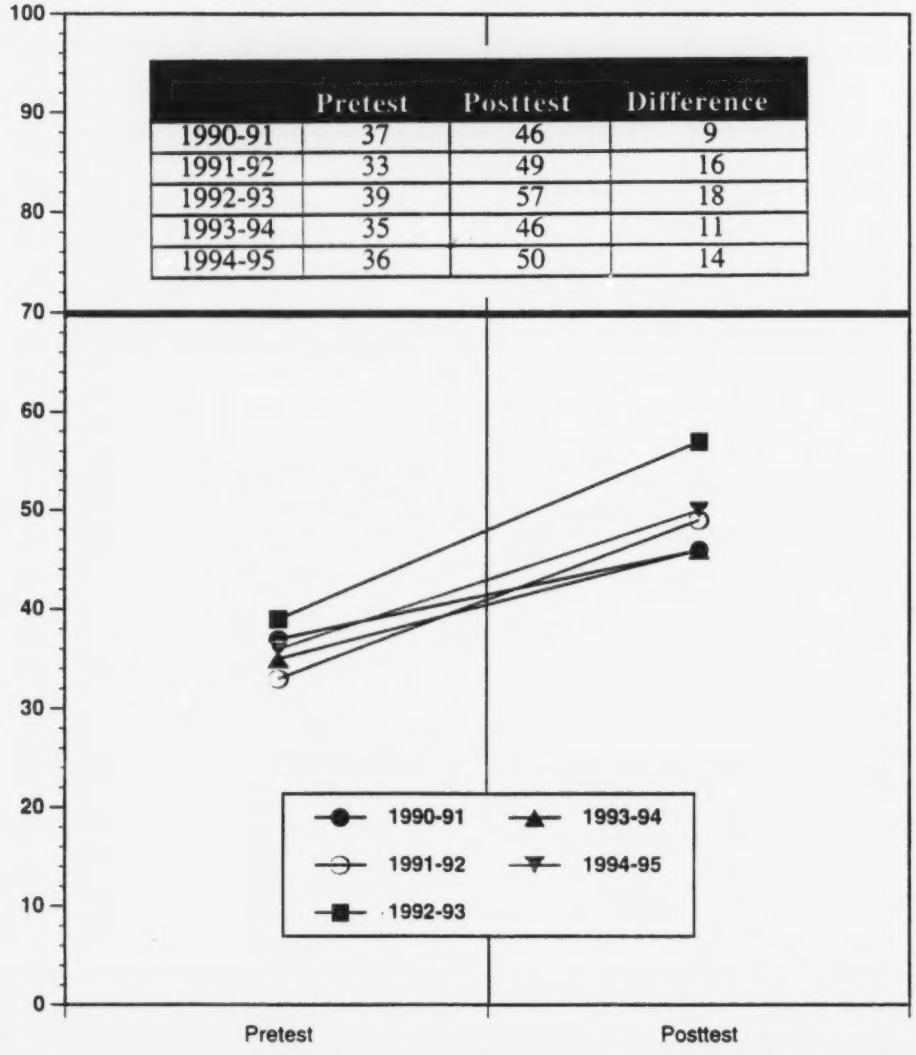
What, specifically, this gain represents is unclear; however, Title VII newcomers were tested in the fall or spring semesters depending on date of program entry; therefore, the number of months between pretest and posttest varied across students. Individual gains were not compared; only the group average was considered. Because of the variance in the pre- and posttest time periods, this year's Title VII student scores may not be comparable to those of previous years. Nonetheless, the performance of previous years' students provides a context by which to assess the gains made by this year's students.

Although the newcomers are learning more English, they are not yet proficient in English. In 1976, the New York City Public Schools, in which the LAB was normed, used the 20th percentile rank, which corresponds to a raw score in the mid-70's, as the cutoff for what it termed "effectiveness" in English. Although this is an arbitrary cutoff point, it can be used in giving meaning to the Title VII newcomers's 1994-95 average posttest score of 50. For these students to score 70+ on the LAB, they would need to answer approximately 40% more of these items correctly. *Gains were clearly accomplished by the students, but the group continues to be in need of specialized instruction.*

Figure 10 shows the five groups of newcomers and their respective performance on the LAB. *The average pretest score for the five years of program operation is 36, the posttest average score is 50, and an average difference in raw score points is 14. Please note that the scores for the fifth year are identical to the average scores for the five years.*

FIGURE 10
TITLE VII NEWCOMERS' AVERAGE LAB SCORE GAINS, 1994-95
COMPARED WITH THE PREVIOUS FOUR YEARS

	Pretest	Posttest	Difference
1990-91	37	46	9
1991-92	33	49	16
1992-93	39	57	18
1993-94	35	46	11
1994-95	36	50	14



There was no group exactly like the newcomers in terms of recent arrival into the United States, or for whom LAB scores are available within the time frame (one year) of the Title VII Newcomers Program. However, for comparison purposes, the 1994-95 Title VII newcomers were compared to a group consisting of nonprogram students whose language dominance is A or B, dominant or monolingual in the primary language, and who were attending AISD high schools. The students were compared in terms of achievement test scores and other measures of school success, including school leaver rates, credits earned, grade point average, and potential retainee rates. The number in the comparison group was 463.

ACHIEVEMENT

The Title VII newcomers performed below District averages on the TAAS. The students in the comparison group performed better than the newcomers on all three tests. Two (8%) sophomore newcomers successfully completed the Reading Test, and one (4%) sophomore passed both the Reading and Writing Tests. Two (40%) junior newcomers passed the Mathematics Test.

TAAS

The Texas Assessment of Academic Skills (TAAS) is the state-mandated, criterion-referenced testing program which was administered to students in grades 3-8 and exit level in 1994-95. The exit-level tests must be mastered as part of graduation requirements and are offered three times during the school year, and once during the summer.

During the 1994 fall semester, previously tested students in grades 11 and 12 were administered the exit-level tests in mathematics, reading, and writing. Most of the state-mandated testing occurs during the spring semester. In March 1995 all three tests were administered at the exit level (grades 10, 11, and 12). In May, previously tested graduating seniors and out-of-high-school seniors were provided with an additional opportunity to retake the exit-level TAAS tests. In addition to the exit-level TAAS tests, the State of Texas introduced in the 1993-94 school year the end-of-course tests for high school students. In May 1995 three end-of-course tests were administered: Algebra I, Biology I, and Spanish III. The Spanish III Test was introduced and field tested in May 1995.

The TAAS Coordinator Manual states, "A recent immigrant with limited English proficiency may delay only one time the administration of the exit-level assessment instrument until his or her 11th grade. The term 'recent immigrant' is defined as an immigrant entering the United States during the current or previous school year. Before the fall administration of the exit-level test, each school district shall provide an appropriate intensive language program for any student whose exit-level administration was deferred until grade 11."

The exit level TAAS was administered to 30 newcomers and 227 LEP students in the comparison group in March 1995. The students compared in all three groups were sophomores and juniors.

See Figure 11 for TAAS results for newcomers, the comparison group, and the District.

FIGURE 11
TAAS RESULTS, 1994-95 TITLE VII NEWCOMERS VS. COMPARISON GROUP AND DISTRICT

SUBJECT	TITLE VII NEWCOMERS				COMPARISON GROUP				DISTRICT			
	GRADE				GRADE				GRADE			
	10th		11th		10th		11th		10th		11th	
	#	%	#	%	#	%	#	%	#	%	#	%
READING												
Passing	2	8	0	0	19	13	31	37	2,374	73	113	32
Not Passing	12	48	5	100	106	74	44	52	885	27	238	68
Absent	1	4	0	0	18	13	9	11	–	–	–	–
Other	10	40	0	0	0	0	0	0	–	–	–	–
Total	25	100	5	100	143	100	84	100	3,259	100	351	100
MATHEMATICS												
Passing	1	4	2	40	34	24	38	45	1,920	58	244	31
Not Passing	11	44	3	60	91	64	37	44	1,413	42	546	69
Absent	3	12	0	0	18	12	9	11	–	–	–	–
Other	10	40	0	0	0	0	0	0	–	–	–	–
Total	25	100	5	100	143	100	84	100	3,333	100	790	100
WRITING												
Passing	1	4	0	0	39	27	39	46	2,654	82	191	51
Not Passing	13	52	5	100	86	60	36	43	584	18	183	49
Absent	1	4	0	0	18	13	9	11	–	–	–	–
Other	10	40	0	0	0	0	0	0	–	–	–	–
Total	25	100	5	100	143	100	84	100	3,238	100	374	100

Title VII Newcomers (N=30)
Comparison Group (N=227)
District (N=3,259 in Reading), (N=3,333 in Mathematics), (N=3,238 in Writing)

TAP

The performance of the Title VII newcomers on the TAP is well below that of the District and generally below that of the comparison group.

AISD administers a norm-referenced test to all students who are considered capable of attaining a valid score. In the fall of 1994, at the high school level, the Tests of Achievement and Proficiency (TAP) were administered at grades 9 and 11.

Figure 12 shows the performance of the Title VII newcomers who were administered the TAP in the fall of 1994, as well as the comparison group and all AISD high school students.

FIGURE 12
TAP MEAN GRADE EQUIVALENT SCORES,
1994-95 NEWCOMERS VS. COMPARISON GROUP AND DISTRICT

Subjects	Title VII Newcomers N	Title VII Newcomers GE	Comparison Students N	Comparison Students GE	All AISD Students N	All AISD Students GE
READING						
Grade						
9	33	3.9	112	4.5	4,611	8.9
11	–	–	50	6.2	2,338	12.3
MATHEMATICS						
Grade						
9	33	5.4	116	6.0	4,705	8.7
11	–	–	50	8.4	2,334	12.4
WRITING						
Grade						
9	33	4.0	114	4.8	4,687	9.2
11	–	–	51	6.3	2,366	12.4
SOCIAL STUDIES						
Grade						
9	33	4.5	114	4.8	4,672	8.6
11	–	–	50	6.2	2,261	12.0
SCIENCE						
Grade						
9	33	4.3	115	4.8	4,698	8.9
11	–	–	49	6.9	2,270	12.6

OTHER MEASURES OF SCHOOL SUCCESS

One way to evaluate whether students in the District are succeeding in their education is to look at indicators like attendance, school leaver rate, grade point average, etc. Please note that the outcome data generated by GENESYS should be understood as locally calculated indices as of a point in time, viz. spring and early summer, which are useful indicators for program evaluation and planning purposes. The results from GENESYS were used for most of the following analyses.

School Leavers

At the high school level, the Title VII Newcomers Program's actual school leaver rate was higher than that of the comparison group. More newcomers left school than was predicted from their risk factors, indicating that the program did worse than anticipated in preventing students from leaving school.

The problem of students leaving school is a tremendous concern nationwide. As a group, the newcomers are at greater risk than the general student population because they exhibit more of the characteristics associated with the population that tends to leave high school. The Title VII Newcomers Program provides a supportive environment that makes a concerted effort to enhance the students' academic skills with the purpose of keeping them in school. **The actual school leaver rate for the newcomers was higher than the predicted school leaver rate, indicating that the program did worse than anticipated in keeping students from leaving school.** *The 1994-95 school year has been an exception year because for the past four years, the newcomers had consistently been kept in school at rates lower than predicted.*

Figure 13 shows the school leaver rates (through the sixth six-weeks period of the 1994-95, 1993-94, 1992-93, 1991-92, and 1990-91 school years) for the Title VII newcomers and other similar LEP high school students.

FIGURE 13
TITLE VII NEWCOMERS VS. COMPARISON GROUPS,
SCHOOL LEAVER PREDICTED AND ACTUAL RATES,
1994-95 COMPARED WITH THE PREVIOUS FOUR YEARS

YEAR	GROUP	N	SCHOOL LEAVER RATES	
			PREDICTED RATE*	ACTUAL RATE
1994-95	Title VII Newcomers	116	8.6%	17.2%
	Comparison Group	463	8.6%	2.8%
1993-94	Title VII Newcomers	120	17.1%	9.2%
	Comparison Group	390	12.2%	0.3%
1992-93	Title VII Newcomers	134	8.6%	4.5%
	Comparison Group	374	6.6%	0.0%
1991-92	Title VII Newcomers	104	9.1%	2.9%
	Comparison Group	362	5.8%	0.3%
1990-91	Title VII Newcomers	108	8.2%	1.9%
	Comparison Group	311	7.1%	3.9%

* The predicted rate is based on historically known percentages of students with the same risk characteristics who left school before completing their education.

Credits Earned

Title VII newcomers earned academic credit at a slightly lower rate during the fall semester, and at a higher rate during the spring semester, when compared with similar LEP students.

High school students must earn 2.5 to 3.0 credits per semester in order to meet graduation requirements. Some students earn no grade (NG) for a course because of incomplete or unexcused absences; these courses are sometimes credited at a later date.

In the 1994-95 school year, Title VII newcomers earned slightly fewer credits than needed for graduation during both fall and spring semesters. When compared to other LEP A and B students at AISD high schools, the newcomers earned slightly fewer credits during the fall semester, and slightly more credits during the spring semester.

Figure 14 shows the credits earned by newcomers and the comparison groups during the past five years of program operation. *Previous years' newcomers earned about the same and sometimes slightly fewer academic credits than the comparison students.*

FIGURE 14
TITLE VII NEWCOMERS VS. COMPARISON GROUPS,
CREDITS EARNED, 1994-95 COMPARED WITH THE PREVIOUS FOUR YEARS

Year	Group	N	Credits Earned	N	Credits Earned
			Fall 1994		Spring 1995
1994-95	Title VII Newcomers	92	2.3	95	2.2
	Comparison Group	441	2.5	452	2.1
			Fall 1993		Spring 1994
1993-94	Title VII Newcomers	89	2.3	85	2.3
	Comparison Group	380	2.5	386	2.3
			Fall 1992		Spring 1993
1992-93	Title VII Newcomers	96	2.1	108	2.0
	Comparison Group	349	2.4	368	2.2
			Fall 1991		Spring 1992
1991-92	Title VII Newcomers	74	2.4	83	2.5
	Comparison Group	338	2.5	338	2.3
			Fall 1990		Spring 1991
1990-91	Title VII Newcomers	86	2.5	103	2.2
	Comparison Group	289	2.3	291	1.9

Grade Point Average

Title VII newcomers earned a higher grade point average during both fall and spring semesters, when compared to similar LEP students at the high school level.

Grades are assigned on a 100-point scale with 70 being the cutoff for passing. The average of all grades received is the student's grade point average (GPA). **Title VII newcomers had a higher grade point average during both the fall and spring semester than the comparison group.** The grades for both groups were in the C range (70-80).

Figure 15 shows the GPA's of the newcomers and comparison groups during the past five years. *With the exception of fall 1992, the newcomers have earned higher GPAs each semester than the comparison students.*

FIGURE 15
TITLE VII NEWCOMERS VS. COMPARISON GROUPS,
GRADE POINT AVERAGE, 1994-95 COMPARED WITH THE PREVIOUS FOUR YEARS

Year	Group	N	GPA	N	GPA
			Fall 1994		**Spring 1995**
1994-95	Title VII	91	78.9	94	77.5
	Comparison Group	440	76.7	445	75.0
			Fall 1993		**Spring 1994**
1993-94	Title VII Newcomers	84	77.9	85	76.3
	Comparison Group	378	77.1	384	75.5
			Fall 1992		Spring 1993
1992-93	Title VII Newcomers	95	76.8	101	78.6
	Comparison Group	346	78.5	357	76.1
			Fall 1991		Spring 1992
1991-92	Title VII Newcomers	74	82.3	82	83.1
	Comparison Group	335	80.3	335	80.1
			Fall 1990		Spring 1991
1990-91	Title VII Newcomers	86	82.7	103	80.2
	Comparison Group	289	78.5	286	76.5

Attendance

The Title VII newcomers had a lower attendance rate during the fall semester and a higher attendance rate during the spring semester, compared to similar LEP students in the District. Newcomers attended classes at a higher rate than high school students districtwide during the fall semester, and at a lower rate during the spring semester.

Attendance rates were examined to see if Title VII newcomers were present for more classes than similar LEP students in the District. **The students in the comparison group attended classes at a higher rate during the fall semester, but the attendance rate for the newcomers was higher in the spring semester. When the attendance rate for the newcomers and the high schools was compared, the rate for the newcomers was slightly higher during the fall semester, and lower during the spring semester.**

Figure 16 shows the history of the attendance rates of newcomers, the comparison groups, and students districtwide. *With the exception of the 1994 and 1995 spring semesters, the newcomers have consistently had higher attendance rates than the students districtwide. Excluding the 1990-91 and 1993-94 school years, in comparing the newcomers and other A and B students, the newcomers have had lower attendance rates during the fall semesters, and slightly higher attendance rates during the spring semesters.*

FIGURE 16
TITLE VII NEWCOMERS VS. COMPARISON GROUPS AND DISTRICT, ATTENDANCE RATES, 1994-95 COMPARED WITH THE PREVIOUS FOUR YEARS

Year	Group	N	Attendance %	N	Attendance %
			Fall 1994		Spring 1995
1994-95	Title VII Newcomers	97	92.0	103	88.2
	Comparison Group	441	92.8	463	87.1
	District	17,579	90.2	16,376	88.6
			Fall 1993		Spring 1994
1993-94	Title VII Newcomers	99	90.9	106	86.8
	Comparison Group	382	92.4	389	88.4
	District	17,144	90.4	15,999	88.8
			Fall 1992		Spring 1993
1992-93	Title VII Newcomers	106	93.9	111	93.2
	Comparison Group	361	94.2	325	89.5
	District	17,030	91.7	15,625	89.5
			Fall 1991		Spring 1992
1991-92	Title VII Newcomers	80	95.1	98	94.7
	Comparison Group	339	95.3	361	93.5
	District	16,119	92.5	14,590	91.1
			Fall 1990		Spring 1991
1990-91	Title VII Newcomers	90	95.4	106	92.4
	Comparison Group	290	92.8	311	89.9
	District	14,482	93.5	14,755	90.5

Retention in Grade*

In 1994-95, fewer Title VII newcomers were potential retainees than were students in the comparison group. For the past two years, the end-of-year retention rates for the newcomers have been lower than the rates for the comparison group.

The District's former Office of Research and Evaluation (ORE) found that grade retention is not beneficial to most students' long-term achievement and is associated with a high dropout risk (see Wilkinson & Ligon, 1992). Studies indicate that low achievers who were promoted made greater gains, in the long run, than low achievers who were retained. The District has used this research information to focus on the implications of student retention and to reduce retention rates. **In 1994-95, fewer Title VII newcomers were potential retainees than were students in the comparison group.** *For two consecutive years the potential retainee rate for newcomers has been lower than the comparison group.* (see Figure 17).

FIGURE 17
TITLE VII NEWCOMERS VS. COMPARISON GROUPS
POTENTIAL RETAINEE RATES, 1994-95 COMPARED WITH THE PREVIOUS FOUR YEARS

YEAR	TITLE VII NEWCOMERS	COMPARISON GROUP
1994-95	0.5%	3.9%
1993-94	5.0%	7.7%
1992-93	18.7%	15.8%
1991-92	15.4%	9.1%
1990-91	38.9%	37.0%

* "Retention in grade" refers to a student's repeating a grade. Because these data were obtained at the end of the 1994-95 school year, students may not have, in fall 1995, actually repeated a grade. Therefore, these students are termed "potential retainees"; rates are end-of-year, and beginning-of-year rates may differ.

Graduation Rate

Because there were no 12th-grade Title VII newcomers in 1994-95, the graduation rate will not be discussed. The graduation rate of former Title VII newcomers is discussed in the section of this report titled "Current Status of Former Students."

ORIENTATION TO THE UNITED STATES

The Title VII newcomers were provided with a variety of activities designed to familiarize them with the culture of the United States. Most of the activities were in the form of reading selections, classroom discussions, and small group sessions. Many cultural and adjustment issues were addressed on a daily basis as they presented themselves, for example:

- Appropriate behaviors for making requests,
- Encouraging cooperative working relationships, and
- Discussing diversity in customs and different approaches to people and situations.

All three newcomer high schools presented units on cultural activities detailing traditional American, Hispanic, and Vietnamese holidays, and the newcomers were encouraged to share and celebrate traditions and customs notable in their countries. At another high school the newcomers attended two assemblies. One program presented a jazz band on stage, and the other program was a singing troupe from South Africa. Daily announcements and the programs on Channel One were translated for the students if it seemed necessary. The following is a list of some activities that the newcomers participated in as they became acquainted with the culture of the United States.

One teacher used the ESL Teacher's Holiday Activities Kit as a resource for cultural planning. The students kept journals where they were encouraged to record their customs and compare the "new customs" after each cultural activity presentation. Some of the activities included vocabulary development, puzzles, pictures of food, songs, worksheets, and films.
At one program site, during Secretary's Week the students ran errands, gathered information from the different offices and the library, and personally delivered flowers to the secretaries.
At another high school, the teacher used U.S.A.- A Cultural Reader and prepared thematic units that were used to provide instruction and to have students share experiences with their classmates.
At another program site, for Thanksgiving, a mock meal was prepared and prizes were given to the students for completing specific tasks, for example, who made the best centerpiece for the table. The newcomers wrote "thank you" notes for their teachers and delivered them.
Once each semester at one high school, the students shared food from their respective countries for a day that was designated as a "Cultural Day."
All of the required arrangements were made by the program staff to take a group of newcomers on a field trip to the Texas Memorial Museum and the Lyndon B. Johnson Presidential Library, both on the University of Texas campus. The students had a late lunch and played some games at a local city park to complete their activities for the day.
Another high school, in conjunction with a local neighborhood group, organized a "Multicultural Fair" in April 1995. It was an all-day affair that was very successful and well attended by many students and their families in spite of the cloudy weather. Songs and dances were performed, international food was made available for purchase, and a style show was held for all participants to enjoy. The Spanish Club used the occasion to raise some money for their summer trip to Acapulco. A sophomore's appraisal of the event in the school newspaper The Runeskrift was as follows, "The multicultural fair was very interesting, and I learned a lot about other countries."

The students in one high school created a "Newsletter" for each six-weeks period. The newsletter format afforded the students with the opportunity to practice their writing skills and to use word processing programs on the computer. The newsletters allowed the students to share some of their culture, geography, and history with each other as well as other students and staff in the school community. The following are writing samples from the newsletters. (The names of the students have been changed.)

> My name is Tuan. I'm Vietnamese, and I'm a student at Lanier High School.
> Today I write about the Vietnamese New Year's Days in Austin.
> I came to the United States five months ago. Although everything is still strange for me I like to live in the United States very much, especially in Austin. On the New Year's Days I can see many people, and eat a lot of special food everywhere. They're very happy and me too. I like the Vietnamese New Year's Days in Austin.

> My country's name is Pakistan. There are four provinces in Pakistan: Sind, Punjab, Baluchistan, [and] North Westfrontier. It came into being on [the] 14 [of] August 1947. Islamabad is the capital of Pakistan. Karich is the biggest city. Our first president was Equide Azam.

> My name is Gloria Guzman. I was born in El Salvador in the state of Usulutan. I am 18 years old. I am going to describe some parts of Usulutan. Usulutan is the state where they grow many kinds of grains, for example, corn, rice, beans, popcorn, and sesame seeds. Also in Usulutan they celebrate Holy Week [during] the end of March or the beginning of April. On Glorious Saturday most of the people visit the [beaches], like Cuco, El Espino, La Piraya, El Majagual, etc. Those beaches are in El Salvador....
> El Salvador has 14 states. Each one has its district and each one has its festivals. For example, Usulutan celebrates the festivals of the patron saint in November. They call them Fiestas Novembrinas de Usulutan...

The students were provided with in-school group discussions by professionals from the community with expertise in areas relevant to the target population. The bilingual psychologist provided three sessions at each of the program sites and worked with several students who were in need of special assistance individually. The students always had the option to participate and attend. More than one half (57%) of the newcomers indicated in the student survey that the bilingual psychologist presentations had been "very helpful," and the remaining one third (33%) selected "somewhat helpful" as their response. The psychologist indicated to the coordinator that some students had expressed a desire for more therapeutic intervention.

See Figure 18 for details on topics for discussions and presenters.

FIGURE 18
IN-SCHOOL LECTURES AND DISCUSSIONS,
1994-95 TITLE VII NEWCOMERS PROGRAM

TOPIC	PRESENTER	LOCATION
♦ Cultural conflicts ♦ Family relationships ♦ Gang violence ♦ Communication ♦ Immigration ♦ Domestic violence	Bilingual psychologist	9 Sessions Three at each high school
♦ School adjustment ♦ Cultural issues	Vietnamese specialist	One high school
♦ Current work and training opportunities during the summer	Recruiter in job placement agency	One high school

The group discussions provided an environment that was safe for students to express their concerns, and to interact with each other in the presence of a professional.

EFFECTIVENESS OF TEACHER ASSISTANTS

The role of the teacher assistant has been a focus of inquiry for five years, and from a programmatic standpoint, it is evident that the teacher assistants perform many functions, and that their role has been central to the Title VII Newcomers Program. The positions of the teacher assistants on their campuses were approved for funding for the 1995-96 school year.

As in the previous four years, one of the main questions for the evaluation has to do with the impact of the teacher assistant on the newcomers (see "Evaluation Overview"). The question continues to be very important because federally funded teacher assistants, in tandem with locally provided ESL teachers, constitute the central instructional intervention in the Title VII Newcomers Program. In view of the necessity for the District to consider whether to continue the same configuration of services with local funds after the final year of program implementation, the role of the teacher assistant in the instructional team was the focus of some inquiry. Information obtained from all of the key participants in the program provides a good perspective on the role of the teacher assistant in the program.

During the five years of program implementation, the Title VII Newcomers Program has retained one of the ESL teachers for five years, two for four years, one for two years, and one more ESL teacher was hired at a program site because of the increase in immigrant students. There has been more mobility among the teacher assistants. In the 1994-95 school year, one new teacher assistant was hired and two continued from the previous year. The continuity and experience among the staff provides the program with stability and consistency in the areas of instruction and services to immigrant students. One of the teacher assistants has a college degree; they all work as part of a team; and they are under continual supervision from the ESL teachers. All of the teacher assistants have had considerable training in issues pertaining to second language acquisition. During the past five years, the role of the teacher assistant has been evolving and has become better defined.

The primary task of the teacher/teacher assistant team is to provide ESL instruction to the newcomers; the teacher assistant helps the teacher with many classroom tasks and works with the students in addressing some of the special issues affecting immigrant students. In addition to their many responsibilities, the teacher assistants conducted interviews with former newcomers in an effort to provide additional services and/or information, and they continued to develop linkages with other school personnel involved with former newcomers. The teachers and teacher assistants viewed the role of the teacher assistants in a very similar manner. When teachers and teacher assistants were interviewed for the end-of-the-year final report, they identified the following activities as the primary duties of the teacher assistants:

- To assist the ESL teachers in planning, teaching, and managing classroom activities,
- To administer the LAB tests;
- To help newcomers become familiar with the American school system;
- To provide support for the ESL teacher in addressing the many needs of immigrant students;
- To translate for students in their content area classes, and with other school personnel;
- To substitute for the ESL teacher;
- To establish and maintain linkages with other school personnel, (e.g., teachers, counselors, nurses, coaches, LPAC chairpersons, and administrators);
- To establish rapport with parents, maintain phone contact, and to translate for parents when necessary;
- To be the second member of the teaching team;
- To teach small groups of students on any assignments given by the teachers, and to provide tutorial assistance in all academic subjects;
- To facilitate the use of the computers for the students, select appropriate programs, assist newcomers in completing assignments, and become more independent in their use of the computers;
- To provide one-to-one nonacademic counseling, and be present as a resource person to students;

- To interview former newcomers and be a resource person for them; and
- To provide administrative (scheduling, immunization record keeping), and clerical (record grades, copy materials) support for the teachers and students.

The list is not all-inclusive, but it delineates the primary duties of the teacher assistants from the perspective of both ESL teachers and teacher assistants. The bilingual coordinator concurs with the list of responsibilities for the teacher assistant. The following comments are from the teacher interviews, describing the impact of the teacher assistants in the Title VII classroom:

- "The teacher assistant in the Title VII classroom was essential to the transition of the newcomers into their new school environment. He provided assistance in every aspect of the program - academically, emotionally, etc. Many times he spoke with the students about problems which the teachers would not have discovered had it not been for his relationship with the students."
- "The teacher assistant had a tremendous positive impact on every aspect of the program. Students learn more, used the computers more often, and the teachers taught more creatively."
- "[The teacher assistant is] indispensable! He contacts parents; translates for students, parents, teachers, counselors, principals, etc.; helps publish the class newsletters; tutors students; works with students on the computers; helps the teachers on the computers, serves as mentor to Vietnamese students; practices speaking English with all the newcomers; supervises students on the computers during lunch; helps the students with their schedules, college information, etc.; and he led a group of Vietnamese singers in a school program."

A list of duties for the teacher assistants was given to the newcomers in the student survey. They were asked to mark the ways in which they were helped by the teacher assistants. The following items (see Figure 19) were checked off with the greatest frequency.

FIGURE 19
STUDENT OPINION OF TEACHER ASSISTANT DUTIES,
1994-95 TITLE VII NEWCOMERS PROGRAM

ITEM	PERCENT RESPONDING
Helped me practice English through conversation	78%
Assisted in using the computer	63%
Translated for me with other teachers	66%
Worked with small groups of students	66%
Helped with preparing school schedules	56%

As in previous years, the teacher assistants helped with academic preparation, planned carefully, and worked directly under the supervision of the ESL teacher, and in doing so afforded the ESL teacher more instructional time with the newcomers. The teacher assistants also provided the necessary follow-up to instruction, assisted with small cooperative group activities, collected information concerning students, and provided follow-up services for both current and former newcomers. *The teachers have been very consistent during the past five years in indicating that without the ongoing support of the teacher assistants, their work would be more difficult. According to the teachers, the duties performed by the teacher assistants were essential and complementary to the instruction they were providing.*

COSTS

The cost for providing services to the newcomers was $875 per student above the regular District per pupil allocation, and $1.12 per contact hour for the 1994-95 school year. Newcomers received varying amounts of service because of their high degree of mobility.

Students in the Title VII Newcomers Program received varying amounts of service, primarily because of the high degree of mobility in the immigrant population. During the 1994-95 school year, the program served 116 students. A total of 22 students withdrew during the fall and spring semesters, 18 newcomers entered the program in the spring semester, and eight students were mainstreamed in January 1995.

See Figure 20 for details on the mobility of the newcomer population.

FIGURE 20
MOBILITY OF THE 1994-95 NEWCOMERS POPULATION

SCHOOL	FALL 1994 # OF STUDENTS ENTERED	SPRING 1995 # OF STUDENTS ENTERED	FALL 1994 WITHDRAWALS	SPRING 1995 WITHDRAWALS	STUDENTS MAINSTREAMED IN JANUARY 1995
Austin	33	6	2	4	1
Lanier	22	8	2	6	2
Reagan	43	4	0	8	5
Total	98	18	4	18	8

When a student withdraws from AISD, a reason for that withdrawal is recorded in the Student Master File. Figure 21 displays the withdrawal reasons given by the newcomers.

FIGURE 21
WITHDRAWAL REASONS OF 1994-95 TITLE VII NEWCOMERS

REASON	FALL 1994	SPRING 1995
Moving out of town	1	2
Nonattendance	1	0
Did not re-register	0	10
Excessive absences; dropped by Data Services	0	5
Unknown	2	1
TOTAL	4	18

The cost per student was calculated in two ways. The first calculation was made by dividing the total number of students served by the total cost of the program. This calculation resulted in a cost of $875 per student for the 1994-95 academic year.

$101,493 (budget) / 116 (# of students) = $875

In the second calculation, the entry and exit days for each student were examined for the purpose of determining how many days a student had been in attendance. Once the days of attendance had been established, the number of contact hours could be ascertained. Based on the days of attendance, it was calculated that there had been 90,660 contact hours during the school year. Dividing the budget ($101,493) by the total number of contact hours resulted in a cost of $1.12 per contact hour.

$101,493 (budget) /90,660 (# of contact hours) = $1.12

During the five years of program implementation, the average cost per student was $1,079 and the average cost per contact hour was $1.46.

See Figure 22 for program and student cost, and the average for five years of program implementation.

FIGURE 22
PROGRAM AND STUDENT COST, AND AVERAGE
1990-91 THROUGH 1994-95

PROGRAM YEAR	COST PER STUDENT	COST PER CONTACT HOUR
1994-95	$ 875	$1.12
1993-94	940	1.38
1992-93	940	1.36
1991-92	1,346	1.80
1990-91	1,296	1.63
TOTAL COST / 5 YEARS	$5,397 / 5	$7.29 / 5
AVERAGE COST	**$1,079**	**$1.46**

SERVICES

TRAINING PROVIDED TO TEACHERS AND TEACHER ASSISTANTS

The scope of the teacher training was more ample during the 1994-95 school year than in previous years. The training was for all the Bilingual/ESL teachers and teacher assistants in the District. The five program teachers and three teacher assistants participated in eight workshops provided by the bilingual coordinators. The written feedback on the staff surveys and the verbal feedback at the time the workshops occurred indicated that the workshops were very helpful, informative, educational, and provided an opportunity to share and exchange ideas.

For the past five years, the District has experienced a steady growth in the number of language-minority students in all grade levels. In an effort to facilitate a smooth transition for students currently being served by the Bilingual/ESL programs in the District, and to address the academic needs of recently arrived immigrants in middle/junior high and high school, the bilingual coordinators determined to utilize some of the program resources in teacher training in middle/junior high and high school. The five teachers and three teacher assistants in the Title VII Newcomers Program participated in the training program designed for all the District's bilingual/ESL personnel.

The bilingual coordinators organized eight workshops for middle/junior high school and high school teachers. The middle/junior high school workshops were attended by 41 teachers, and the high school workshops by 45 teachers. The workshop held in February 1995 was attended by 30 teachers. Of these, 14 taught middle/junior high school, 12 high school, two did not answer the question, and two did not submit evaluation forms. The overall long-range goals for the workshops were:

- To provide teachers with effective instructional strategies,
- To provide teachers with an opportunity to discuss some of the critical issues for students in assuring a successful transition into the upper grades, and
- To outline some specific techniques and methods to enhance campus support for language-minority students.

The content and design for the workshops for the middle/junior high schools and the high schools were very similar, differing only with respect to grade level. Both groups:

- Covered strategies to determine appropriate instructional levels (beginners, intermediate, and advanced);
- Discussed correct identification of LEP students and the completion of all the required paperwork, and language testing;
- Exchanged ideas on mainstreaming LEP students by developing the campus plan with the bilingual/ESL teacher, the LPAC, and the regular content area teachers; and
- Discussed providing additional campus support for language-minority students through bilingual office personnel, content area teachers, and counselors; access to the computer laboratory; and specific classes like Spanish for Spanish speakers and sheltered-English classes.

Successful teaching strategies discussed included cooperative learning, class participation sheets, reading for pleasure, journal writing, scaffolding in reading, sharing of ESL activities, group problem solving, and learning useful phrases. Communication and reporting to parents of program students were included in the staff training.

The workshop in December 1994 dealt with a review of the 1994-95 evaluation plan, and some of the data that would be collected for the fifth and final evaluation of the Title VII Newcomers Program. A tentative timeline was discussed for the interviews with former newcomers by program staff.

See Figure 23 for a brief description of the topics, dates, titles, grade levels, and number of teachers attending the training sessions.

FIGURE 23
TOPICS, DATES, AND TITLES FOR STAFF DEVELOPMENT WORKSHOPS, 1994-95 TITLE VII NEWCOMERS PROGRAM

DATE AND TIME	WORKSHOP TITLE	DESCRIPTION	NUMBER ATTENDING BY GRADE LEVELS
September 1994 8:30AM - 4:00PM	Middle/Junior High School ESL Program Teacher Training	• Instructional program/ESL • Identification of LEP students • Mainstreaming LEP students • Campus support for LEP students	15 Teachers Grades 6-8
September 1994 8:30AM - 4:00PM	High School ESL Program Teacher Training Program	• Instructional program placement and materials • Mainstreaming students • Campus support for LEP students	12 Teachers Grades 9-12
October 1994 8:30AM - 4:00PM	Middle/Junior High School ESL Program Teacher Training	• Instructional strategies • Instructional materials	12 Teachers Grades 6-8
October 1994 8:30AM - 4:00PM	High School ESL Program Teacher Training Program	• Instructional strategies • Instructional materials	10 Teachers Grades 9-12
December 1994 4:30PM - 7:30PM	High School ESL Program Teacher Training Program	• Program management • Review 1994-95 evaluation plan • Plan tentative timeline for follow-up with former newcomers	5 Teachers 3 Teacher Assistants 4 Program Staff Grades 9-12
January 1995 8:30AM - 4:00PM	Middle/Junior High School ESL Program Teacher Training	• Instructional strategies • Instructional materials ordered	14 Teachers Grades 6-8
January 1995 8:30AM - 4:00PM	High School ESL Program Teacher Training Program	• Instructional strategies • Core material list • Career education	15 Teachers Grades 9-12
February 1995 8:30AM - 4:00PM	Making It Work For ESL Students	• Instructional strategies to create a successful learning environment for both beginning and more advanced ESL students.	30 Teachers Grades 6-12

As in all the previous years of the Title VII Program, according to program staff, the staff development workshops were very helpful and informative. The sessions provided the staff with a working group with whom ideas could be exchanged, issues discussed, and concerns expressed.

The teachers and teacher assistants received a stipend for their attendance at the workshops.

Capacity building and teacher training have been two of the cornerstones of Title VII Programs. During the first four years of the Title VII Newcomers Program, the teachers and teacher assistants participated in 33 training sessions that were held at the three program sites: Austin, Lanier, and Reagan High Schools. The format of the workshops included discussions, group activities, presentations, and demonstrations. The fifth year, the teachers and teacher assistants participated in seven workshops that were conducted at the Professional Development Academy and at the Southwest Educational Laboratory, where they had the opportunity to share their expertise with other Bilingual/ESL teachers in the District and to receive additional staff development. The December meeting was conducted at a local restaurant.

Among the topics addressed in the workshops, but not limited to, were:

- Program management - LEP identification, testing, using the LANG file, etc.,
- Instructional issues and strategies - cooperative learning, whole language instruction, curriculum development, portfolio creation, production of the Newcomers Newsletter, etc.,
- Computer instruction and technology - hands-on use of computers, materials and equipment, management of computer instruction, use of software, etc., and
- Program evaluation - review of evaluation plans, collection of data, overview of findings, follow-up on former newcomers, and other evaluation concerns.

See Figure 24 for the cumulative number of training sessions and some remarks from program participants.

FIGURE 24
STAFF DEVELOPMENT FOR TITLE VII NEWCOMERS PROGRAM PERSONNEL
1990-91 THROUGH 1994-95

PROGRAM YEAR	NUMBER OF WORKSHOPS	EVALUATION REMARKS
1994-95	8	"Excellent and informative" "Practical"
1993-94	6	"Educational and helpful"
1992-93	10	"Productive and necessary"
1991-92	11	"Beneficial"
1990-91	6	"Especially helpful - the hands-on computer training"

EDUCATIONAL OPPORTUNITIES FOR TEACHERS AND TEACHER ASSISTANTS

One teacher utilized a portion of the Title VII monies available to advance her teaching credentials.

As in previous years, college tuition funds were available in 1994-95 for program staff to continue with academic courses that would strengthen their credentials as ESL teachers. At this time, one teacher is continuing her graduate studies in linguistics, and she has completed the majority of her coursework while being a program teacher. The remaining ESL teachers have completed all the required endorsements (one with past support from Title VII funds). Among the teacher assistants, none was able to attend college this past year, but one indicated he was considering academic work during the 1995 summer session, and another said he would be pursuing ESL certification through the Educational Service Center, Region XIII.

During the five years of the Title VII Newcomers Program:

- 1 teacher completed her ESL certification;
- 1 teacher completed coursework in ESL methodology for oral language development, and a course on theories of second language acquisition;
- 1 teacher assistant completed ESL certification;
- 1 teacher assistant completed a course in Spanish and one in computer use, and six hours leading to ESL certification; and
- 1 teacher has completed the majority of the required coursework for a doctorate in linguistics.

OUTREACH TO PARENTS

As in the past four years, the parents of Title VII newcomers were provided with a variety of activities designed to orient them to the school district's expectations of their children and to offer them relevant information and support. Activities for parents were limited because of budget restrictions.

During the 1994-95 school year, there were several kinds of outreach efforts made to the parents of the Title VII newcomers, and these met with a good response. At the beginning of the 1994 fall semester, all three newcomer high schools had a Back-to-School Night. The activities at Back-to-School Night included a presentation by the principal, a general discussion on school topics like discipline, handouts on curriculum and school resources, dissemination of the Student Handbook, and visits to the classrooms. During the visits to the newcomers' classrooms, goals and services of the Title VII Newcomers Program were initially discussed with parents. The parents attended special school activities in which current and former newcomers were recognized, and contributed food for special events; for example, a 5 de mayo festivity and the Multicultural Fair held on April 21, 1995. Parents were also contacted on the telephone, primarily because it was more convenient, since most parents work and have many responsibilities. The teacher assistants contacted parents when there were problems with student attendance, discipline issues, illness, and areas concerning cultural awareness. Student attendance was an area of concern to parents, and they wanted to be as supportive as possible of the program and staff. *It was the opinion of a teacher that the parents of the newcomers were supportive of all the efforts made by the high school and the program. The coordinator said in her interview, that a high school PTA president had requested a student handbook with Spanish translations of course descriptions. In her opinion, parent participation had been good.* The teacher assistants' knowledge of the newcomers' first language facilitated their contact with the parents, and they frequently became the liaison between the parent and the school. The District continued with its activities for bilingual parents. Fliers were usually posted at the campuses.

STRENGTHS AND WEAKNESSES

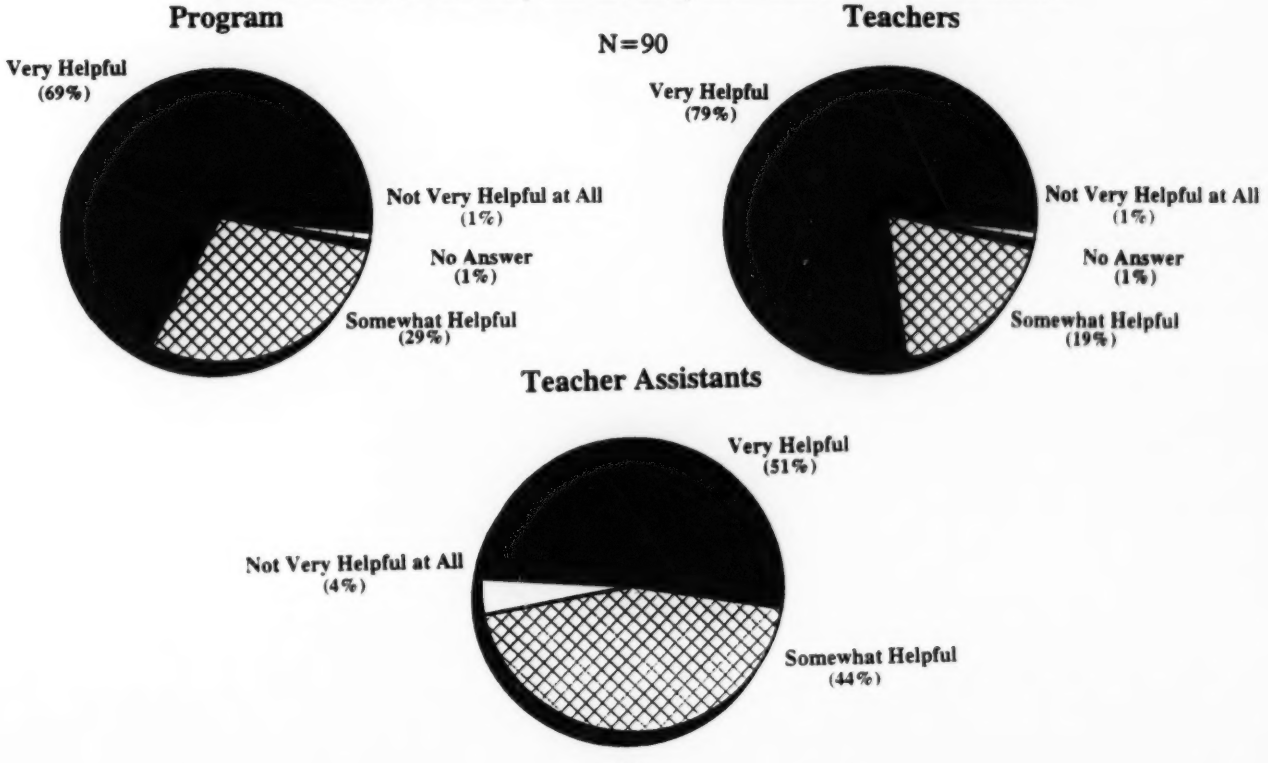
SUMMARY OF STUDENT SURVEYS

Like their predecessors, the newcomers believed that their overall experience with the Title VII Program was very helpful as they acquired English skills, learned to use computers, felt welcome in their schools, and felt confident about staying in school.

In February 1995 and May 1995, the students in the Title VII Newcomers Program were asked to complete a survey as a classroom activity. The teachers and their assistants administered the surveys and were available to assist the students with any questions. The surveys were available in English, Spanish, and Vietnamese versions, and the students could choose whichever language was most comfortable for them. Surveys were sent out to the schools in February 1995 for students who had either completed their two semesters or were ready for a regular ESL classroom environment. Of the eight newcomers exiting the program in January 1995, seven (88%) returned their surveys. Of the 86 newcomers available in spring 1995, 83 (97%) were in attendance to complete the survey on the day it was administered. A total of 90 surveys was completed by newcomers.

More than one half of the students (69%) were of the opinion that the program, teachers (79%), and teacher assistants (51%) were very helpful. *Compared to the 1993-94 school year, there was a decrease of 15 percentage points in the newcomers' selection of "very helpful" for program, 11 percentage points in their selection of "very helpful" for teacher, and 15 percentage points in the "very helpful" selection for teacher assistant* (see Figure 25).

FIGURE 25
HELPFULNESS OF 1994-95 TITLE VII
NEWCOMERS PROGRAM, TEACHERS, AND TEACHER ASSISTANTS



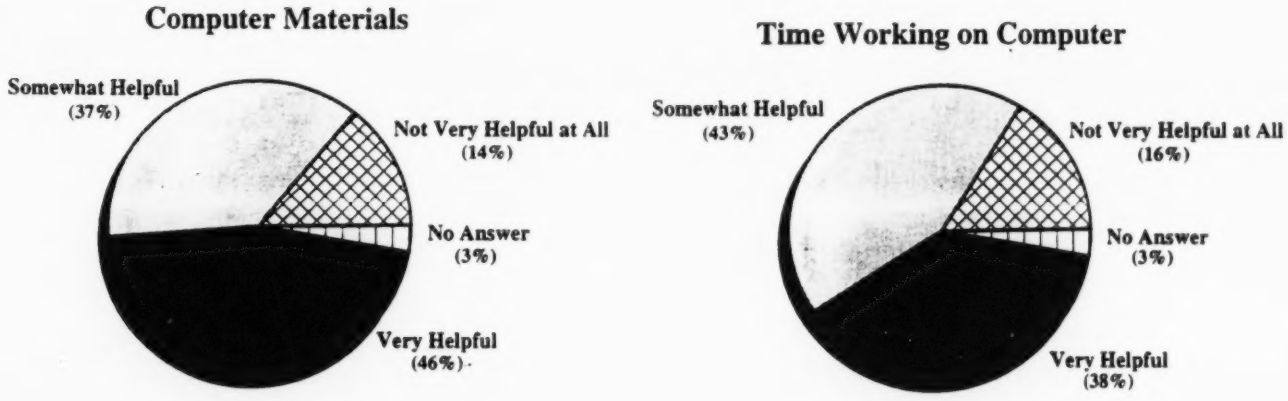
During its fifth year, the Title VII Newcomers Program continued to retain as critical components in its design the following:

- The time spent working on the computers and computer materials,
- The opportunity to study and practice English in three-hour blocks, and
- Studying and learning in small groups.

Less than half the students reported that both time working on the computer (38%) and the computer materials (46%) had been very helpful. *Compared to the 1993-94 school year, there was a decrease of 22 percentage points in the "very helpful" category for time working on the computers, and 26 percentage points in the "very helpful" category for use of the computer materials* (see Figure 26).

FIGURE 26
HELPFULNESS OF 1994-95 TITLE VII NEWCOMERS PROGRAM, TIME SPENT WORKING ON COMPUTERS, AND COMPUTER MATERIALS

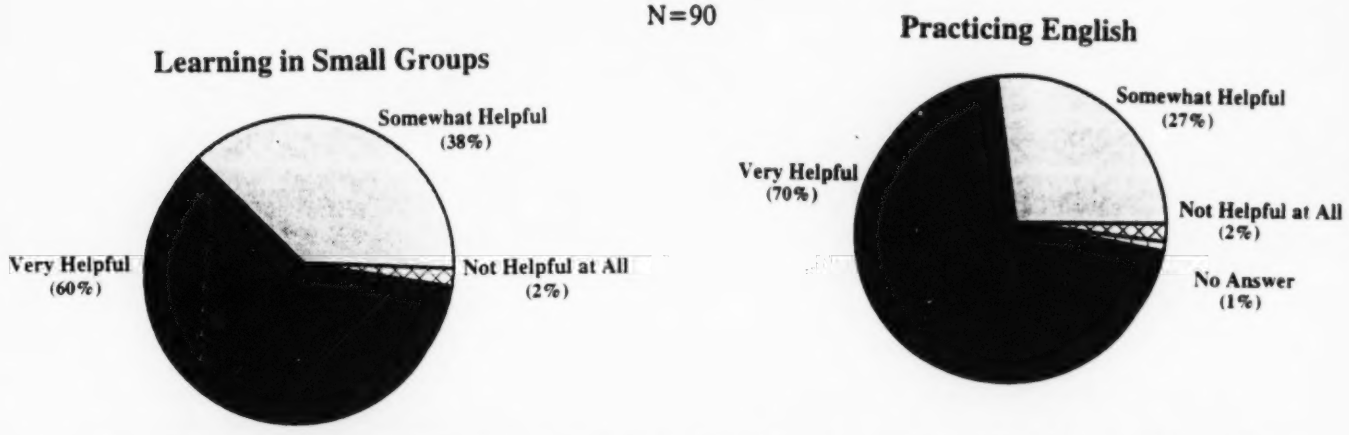
N=90



Cooperative learning strategies were utilized by having students work in small groups to encourage dialogue among them, to have students solve problems as a group, and to provide assistance and support to each other. *Compared to the 1993-94 school year, there was a decrease of 18 percentage points in learning in small groups, and 15 percentage points in practicing English three hours daily* (see Figure 27).

FIGURE 27
1994-95 TITLE VII NEWCOMERS PROGRAM,
HELPFULNESS OF LEARNING IN SMALL GROUPS AND
PRACTICING ENGLISH THREE HOURS DAILY

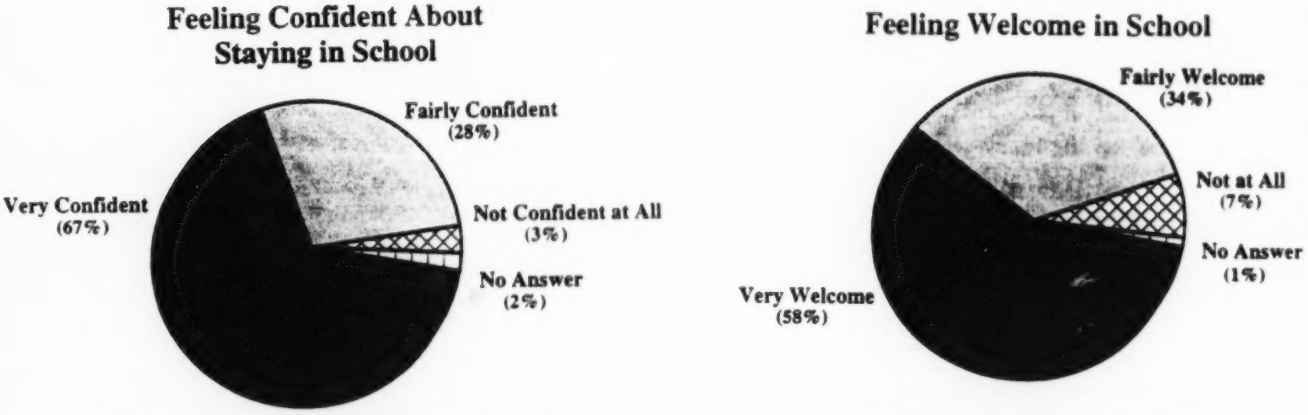
N=90



Feeling welcome and gaining confidence to remain in school were viewed as two areas that could provide reassurance for students and assist them in completing their high school curriculum. Like the 1993-94 newcomers (96%), *the 1994-95 newcomers (92%) felt "very" or "fairly welcome" in their school environment*. In regard to feeling confident about staying in school, there was an increase of 1 percentage point in feeling "very confident" and a decrease of 3 percentage points in feeling "fairly confident" when compared to fourth-year students (see Figure 28).

FIGURE 28
1994-95 TITLE VII NEWCOMERS PROGRAM,
FEELING WELCOME IN SCHOOL AND
FEELING CONFIDENT AS A RESULT OF THE PROGRAM

N=90

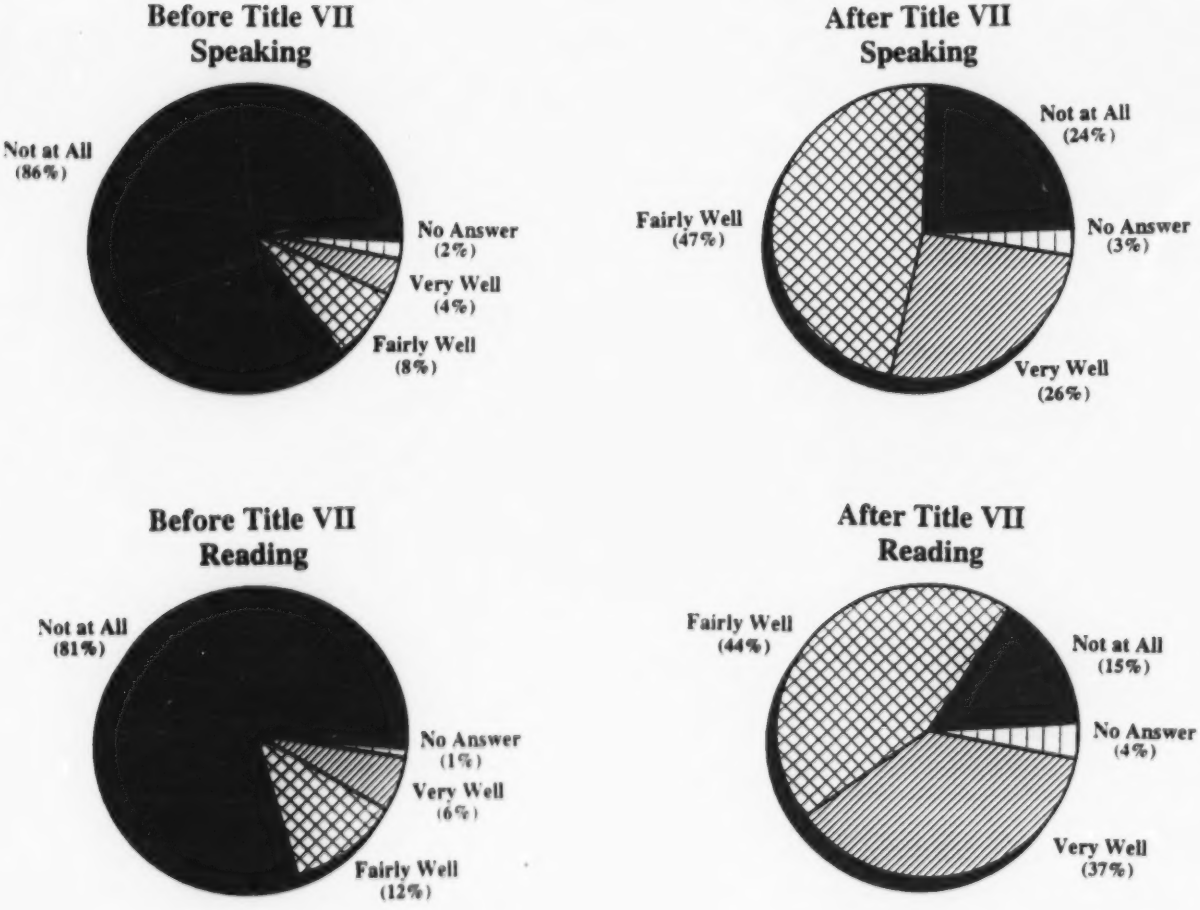


The newcomers were asked to rate their abilities to read and speak English before and after their participation in the program. *In their opinion, there had been a significant improvement in speaking and reading English*. The students rated their skills on a scale ranging from "very well," to "fairly well," to "not

at all." *After their participation in Title VII, most students (81%) indicated that they read either "very well," or "fairly well"; 73% of the students indicated that they spoke English "very well" or "fairly well."* Compared to 1993-94, there was a decrease of 7 percentage points in reading, and 17 percentage points in speaking in students' self-ratings (see Figure 29).

FIGURE 29
1994-95 TITLE VII NEWCOMERS PROGRAM,
READING AND SPEAKING ENGLISH
BEFORE AND AFTER PARTICIPATION

N=90



In summary, the newcomers found the program to be very helpful not only academically but also as they made the transition to a different language and culture. The teachers and teacher assistants provided classroom experiences that encouraged the students to learn and fostered the development of self-assurance. The combination of experiencing academic and personal success in a foreign country and educational setting provided the newcomers with the impetus to continue with their studies.

SUMMARY OF STAFF SURVEYS

The overall consensus of the project staff during the fifth year of Title VII is that the program continues to be helpful and necessary. The program continues to provide students with the opportunity to acquire English language skills in a sheltered environment.

To elicit opinions, ideas, concerns, and suggestions from staff, a survey was administered in May 1995 to principals and LPAC chairpersons who participated in the Title VII Newcomers Program. Teachers and teacher assistants were interviewed and asked to complete an end-of-the-year survey. Two principals and three LPAC chairpersons responded to the survey. One principal had five years of working with the Newcomers Program, and the other principal did not indicate length of time of program involvement. The experience of the LPAC chairpersons varied between one to four years.

Positive Findings According to Program Administrators and Staff

The following list from the staff survey includes most of the program activities that in the opinion of the staff worked well.

- Intensive language instruction provides students with the opportunity to acquire an essential part of their education.
- The intense language instruction helps students assimilate more quickly while the attention to their special needs helps them feel cared for and included.
- The support and nurturing provided to the students by the teaching staff was unsurpassable.
- Academic classes with teachers who have a second language were created.
- Communities-in-Schools (CIS) provided a Vietnamese graduate student who assisted students through mentoring and tutoring.
- It appears that the [program] worked very well, and having the teacher assistant to help with the paperwork was extremely helpful.
- The assistance from the bilingual coordinator in helping identify potential newcomers from the middle/junior high schools, and putting the Newcomer's Program and sheltered English on the 8th-grade choice sheets was helpful.
- The coordinated efforts between the high school LPAC chairperson and the registrar in managing the initial paperwork on LEP students for identification purposes worked well.
- The teacher assistant in the Newcomers Program and the active parent representatives in the LPAC Committee enabled one school to have a successful Spanish-speaking Back-to-School Night for parents.
- The ESL teacher was very helpful to the newcomers, and he had the best computer training workshops.

Program Components in Need of Improvement According to Program Staff

The following activities were mentioned as not having worked well and/or being in need of improvement.

- Students need to be mainstreamed as quickly as possible - the tendency is to speak more Spanish than English.
- There are too many languages spoken.
- There is a need to continue to identify community resources for the Spanish and Vietnamese speaking families.
- More faculty needs to be certified in ESL methodology in order that students can be assisted through ESL [instructional] strategies used in dominant English classrooms.
- More coordination is needed between the ESL and content area teachers to assure appropriate placement for newcomers.
- Increases in the immigrant population necessitate training at the school level, so that LPAC functions, roles, responsibilities, and issues of concern may be discussed and consequently better understood.

Since 1994-95 was the last year of program implementation, the principals, LPAC chairpersons, and program staff were asked to consider some of the critical issues pertaining to the program in terms of the five years that the program had been in operation. Among the issues were modifications in the instructional program, measures taken to assure immigrant student academic success, and recommendations for improving student retention rates (staying in school).

Modifications to the Instructional Program to Support Immigrant Students' Academic Success

- The high school hired an additional ESL teacher and implemented instructional reform by aligning the curriculum.
- A tutor was hired to work 10 hours a week, and a computer and Plato software were purchased.
- Two sections of newcomer classes were scheduled each semester--reading and ESOL.
- ESL classes have been designated basic, intermediate, and advanced; therefore, students could be placed at their appropriate instructional level.
- A Spanish-speaking mathematics teacher has been assigned to work with ESL students.
- A Vietnamese teacher was hired to be a teaching assistant in the ESL classes.
- Some of the ESL learning strategies became techniques the newcomers could apply in their regular content area courses to learn some of the new material.
- The emphasis on learning TAAS skills and having them integrated in the classroom has helped newcomers by creating an awareness of the importance of TAAS as well as what skills are emphasized.

- Due to the increase in the LEP population, content area teachers have needed to make adjustments in their teaching style in order to accommodate all students. Consequently, the LEP students have been responsible for educating professionals about their cultural diversity and academic needs.

- A significant amount of [instructional] materials has accumulated through the years, and these have diversified and improved instruction. Similarly, the instruction provided with the computers and software has also improved, the faculty is more receptive to newcomers, and students are generally more successful.

- Academic courses appropriate for ESL students--Sheltered English I and II with focus on TAAS preparation, Paced Algebra, and Spanish for Native Speakers have been integrated into the curriculum.

- Content area teachers have praised the hard work of the newcomers and are aware of the obstacles they have to overcome. They are appreciative of the rapport and support they have received from both the ESL teacher and teacher assistant.

- The program monies for instructional materials and equipment have purchased better books and computers for the classroom and additional library books in Vietnamese and Spanish.

Suggestions for Improving the Retention Rates of Former Newcomers

- Provide English classes for parents, and follow up with them on all issues pertaining to their children's progress in school.

- Offer more TAAS remediation, language practice, and incorporate the use of mentors.

- Provide adequate ESL classes, utilize computer instruction, and have a small teacher-to-student ratio.

- Provide social services and summer jobs through the Communities-in-Schools program, and other community resources.

- Provide staff and faculty that speak the languages of the immigrant students, as well as cultural activities; for example, Cinco de Mayo festivities and Cultural Awareness Day.

- Assess attendance. Several of the immigrant students end up missing too many school days. A contract and/or a reporting committee needs to hold students accountable.

- The high school has a good work-study program in which many of the overage students enroll, but because of the "immigration status" of some of the current and former students their participation was not feasible. A discussion on the topic could be beneficial.

- The extension of a class period for TAAS-related instruction has been discussed. This activity would be very helpful to students.

- Continue with the two-period classes in the morning for ESL instruction, and a class period at the end of the school day in order to assist students with homework or problems on a daily basis.

- Counselors need to continue helping current and former newcomers with their personal and academic concerns. They can also help students find summer jobs and scholarships for them to attend summer school.

END-OF-THE-YEAR INTERVIEWS WITH TEACHERS, TEACHER ASSISTANTS, AND PROGRAM COORDINATOR

The end-of-the-year interviews with program teachers and teacher assistants were conducted in an effort to gather specific information for each campus because each high school functions differently from the others. For instance, the scheduling of ESL instruction in one site is in a three-hour block with the same teacher; in another school, two hours of instruction are provided by one teacher and the last hour by another teacher; and in the third site, two hours of instruction are provided during the morning and the last hour of instruction during the afternoon.

One school that had two ESL teachers coordinated their instruction during the first semester because they were both providing instruction. The number of immigrant students increased significantly at one program site, consequently a second ESL teacher was hired early during the fall semester. The more advanced students were assigned to the new teacher, and the placement provided the students with a sense of mobility and advancement. All of the teachers were of the opinion that:

> *"The team approach worked well and was used extensively." The bilingual coordinator said, "All of the teams were very strong, the new teacher assistant stepped right in, and the other two assistants continued working diligently during their second year. Among the staff the cooperation was good and there was no dissension or interruption in communication."*

Each high school incorporates into the overall schedule of the high school a schedule that fulfills the program's requirements and at the same time offers the newcomers classes in which they are likely to succeed. The program coordinator has been with the Title VII Newcomers Program since its inception; consequently, her observations are from someone who has seen the evolution of the program.

Alternative Testing Methods

All of the schools used alternative testing methods. The teachers indicated that because skills levels were so varied among the newcomers, they used observation methods and graded students according to ability levels. All the teacher assistants frequently went to classes with newcomers, and often translated tests for students in order to increase their opportunity to make better/passing grades. Translations facilitated students' test performance and reflected their knowledge, not their language limitations. Students were given oral tests to practice English and demonstrate language proficiency in particular dialogue situations. One teacher gave oral examinations once during the six-weeks period. Students were tested on a one-on-one basis, and the results accurately reflected the material learned and not learned. Newcomers wrote essays, read, and listened to specific reading selections in order to practice listening, reading and writing skills. Students had the opportunity to take paper-and-pencil, multiple-choice tests to become acquainted with more traditional testing methods. Some teachers used videotapes, plays, presentations, and group discussions for the assessment of students' progress. By using some of these strategies, the students had the opportunity to use their new language in an authentic manner. The following statement was made by one of the teachers:

> *"Informal assessment was done through observation and the portfolio. Throughout the year, students were given 'oral grades' when they participated in their cooperative groups and were using English to convey ideas. Portfolio assessment was meant to exemplify the progress that the students had made all year. There was no specific grade assigned to [the portfolio]. For journal writing, students were given credit for the number of journal entries written rather than how coherent the entries were."*

The purpose of all testing was for assessment, instructional grouping, and guidance.

New Computer Equipment and Software Purchased

All of the new equipment that was bought was additive and complementary to what had been purchased in previous years. For the 1994-95 school year, the major purchases were modems at two program sites. The modems permitted the two sites to be in communication electronically. With the enhanced equipment and software purchased in the previous years, the students had the opportunity to experiment with some fairly high-level computer technology. The expense of the telephone line for the following year will be covered through student activities to raise funds at one high school, and the principal made a commitment to the support of the other telephone line.

During the five years of program implementation, a substantial amount of computer equipment and software has been purchased. Among the purchases made were: IBM 286's that have been upgraded; Packard Bell 486 with video capture; Laser, Ink Jet, and Dot-Matrix printers; Apple computers and Imagewriter printers; touch screens; video cameras, wireless microphones and tripods; Ram upgrades, DOS 6.22; and televisions with video cassette recorders.

The software purchased includes: PFS Writing, Lotus Ami Pro, Norton Desktop Publishing, TAAS Tutor, Milken Sentence Combining, Windows Write, Skills Bank II, Print Shop, Microsoft Bookshelf, Grolier Multimedia Encyclopedia, Plato, Paintbrush, TENET E-mail, Talking Nouns, Teacher's Friend; Appleworks, and PFS Winworks Spreadsheet. Instructional games include: Solitaire, Gamsco Series, Wheel of Fortune, Spanish Mixed Doubles, Operation Neptune, and Scrabble.

Classroom Use of Computers

All of the teachers reported using the computers more extensively than in previous years. The better use of the computer could probably be attributed to the greater familiarity of the teachers and teacher assistants with the technology. During 1994-95, a computer trainer went to each program site on three separate occasions to assist program staff in assessing their hardware and software needs in order to determine the most efficient use of the money provided for equipment purchases. *Most of the newcomers became very comfortable using the computers within a few weeks after their introduction to them.* In one classroom site, the teacher assistant turned the computers on before school began; therefore, the students did not have to spend time with technical tasks until much later during the semester.

Computers were used as an integral part of the instructional process, and served to provide reinforcement on the topic being covered. They were used to complete writing assignments such as essays, journal writing, and term papers, and to provide practice time for students taking typing. Students who completed their assignments were rewarded with more time on the computers to play games, make greeting cards, and banners. Lunch time was used by both current and former newcomers in the computer laboratories or newcomer classroom completing assignments, working with particular software like the TAAS Tutor, or playing one of the many games available to them.

Among other tasks performed on the computers, two program sites used the computers to produce newsletters that were distributed among students and school personnel. The newsletters permitted students to experiment with publishing concepts, gather information, conduct interviews, produce art work, write the articles, and prepare the layouts for publication. In producing the newsletters, the students had to experiment with different computer options and select what was most appropriate. Students were able to work individually and collectively, and to practice English in an authentic manner.

- At one program site, two newsletters were produced, one at the beginning and the other at the end of the school year. The newcomers used their first newsletter to share current programmatic and some historical information. The newsletter had computer-generated pictures of all the newcomers with a brief write-up about each student. The ESL teacher included a list of viable instructional strategies for content area teachers teaching LEP students. The last newsletter included computer-generated pictures of the staff, one of the coaches, and students; pictures and poems written by the newcomers with English translations; and another list of "tips" for teachers.

- Another high school produced a newsletter at the end of every six-weeks interval. The high school newsletters included samples of student interviews and surveys, descriptions of class projects, samples of students' stories about holidays in their home countries (e.g., Day of the Dead and Tet Trung Thu), poems, book reviews, student art work, and other examples of writing opportunities afforded to students.

Actual amounts of time spent on the computer varied considerably from school to school. The variations can be attributed to the number of students versus the number of computers available, the type of instruction and the specific assignment, and the type of school schedule, as well as the degree of comfort with computerized instruction on the part of the program staff. The teachers used various methods to maintain a record of time spent on the computers by the students. Among the methods used were logs located near the computer, rotation of students to assure all students had on-line time, and check-in/check-out sheets. Students frequently answered each other's questions and learned from one another. The computers were used primarily for instruction, but on occasion the newcomers were allowed to play games as a form of reward or incentive, and to help them become more comfortable with the equipment.

Use of Cooperative Learning Activities

In the opinion of the bilingual program coordinator and the program staff, the use of cooperative learning activities had increased from the previous four years. Cooperative learning activities were taking hold as an effective teaching strategy in the secondary schools. The teachers reported that the students enjoyed working in small groups, but initially they had to experience the processes that occur when a group was formed. The students often initiated working with other students by making the request. They preferred "natural grouping" to being assigned to a group. The size of the groups varied from a pair to as many as six students, but the average number in a group was four. One teacher reported students were engaged in cooperative learning groups 40% of the time. She said,

> *"Overall I consider the groups to be successful and productive....The very essence of cooperative learning activities represents skills the students will need to assimilate into the American culture. In these groups the students studied topics they were familiar with or at least have some knowledge– e.g., Aztec gods, Hispanic literature, poetry, etc. Both cultures were emphasized. Students participate in role playing situations like introductions, social situations, and job interviews."*

Another teacher reported that groups were used on a daily basis for 30 to 60 minutes depending on the task the newcomers were in the process of completing. Groups afforded students the opportunity to ask questions, to complete tasks, to share work, and to practice their emerging language skills. Cooperative learning activities were used daily to some degree at all program sites.

In summary, the staff concluded that the final year of the Title VII Newcomers Program was successful and addressed the needs of a very specific student population.

1994-95 NEWCOMER SUCCESS STORIES

One of the Title VII program goals is that students gain sufficient confidence to continue their education and eventually graduate from high school. One way of encouraging students in the attainment of this important goal is by asking them to participate in extracurricular activities. In the process of becoming involved in school activities they meet other students, practice their newly acquired English skills, and experience the school culture. Involvement with school activities provides the newcomers with familiarity with their school environment and affords them a feeling of being welcome.

See Figure 30 for a partial sample list of the school activities in which the newcomers engage.

FIGURE 30
1994-95 TITLE VII NEWCOMERS PROGRAM,
NEWCOMER SUCCESS STORIES

In May 1995, three newcomers served as ushers at the District's ceremony in which Hispanic students were recognized for their achievement in academic pursuits, development of leadership skills, and for preservation of language and culture. Two former newcomers were recognized as outstanding students in the Bilingual/ESL Program, and one former newcomer was recognized for both academic excellence and as an outstanding student in the Bilingual/ESL Program.
Five current newcomers from one program site were recipients of the 1995 AISD Board of Trustee's scholarship, an academic scholarship which recognizes students by grade whose grade point average (GPA) falls in the top 10% of the class.
One newcomer received honors for his high GPA and won second place in a statewide Spanish competition; another newcomer won fifth place in the same competition. At the same high school, four newcomers were given achievement pins for their high GPA's.
Two teachers indicated that "many" newcomers made the honor roll during the school year, received awards for their high grade point averages, and some students were recognized in social studies. Both current and former newcomers participated in the soccer team, Ballet Folklorico, and choir activities.
At one high school one newcomer, who was classified as a sophomore, passed all three TAAS exit-level tests.
A Multicultural Fair was held in April 1995, and one Vietnamese student demonstrated leadership skills by organizing and encouraging many students and their parents to participate in the fair.
Nine newcomers were the recipients of tuition scholarships from the local bilingual ESL budget to continue receiving ESL instruction during the summer school program.
One newcomer site was recognized by the District in 1993-94 as an exemplary program site for its innovative use of instructional technology. In 1994-95, a delegation from Madrid, Spain, and Washington D.C. came to observe the program.
During the first and second six-weeks in the spring semester, nine newcomers were mentioned on either the first or the second honor roll.

FORMER NEWCOMERS (1990-91, 1991-92, 1992-93, 1993-94)

CURRENT STATUS OF FORMER NEWCOMERS

One of the goals of the Title VII Newcomers Program is to see that the students remain in school and ultimately graduate. To assess whether this goal is being met, longitudinal information was collected on four groups of former newcomers–students served in 1990-91, 1991-92, 1992-93, and 1993-94. Information was collected by utilizing GENESYS.

The District's computer files are maintained and updated on an ongoing basis, and certain information is retained for a limited period of time. With the first and second groups of newcomers, some information (e.g., grade level, attendance, ethnicity, number of credits, etc.) is no longer available for students who:

- Withdrew officially from school,
- Dropped out of school,
- Failed to re-register,
- Became overage, and/or were
- Dropped automatically from the Student Master File after two years of nonattendance.

Some information is available for former students who completed or are in the process of completing high school. See Figure 31 for the current status of each group of former newcomers for the 1994-95 school year.

Achievement

Since leaving the Newcomers Program, the newcomers' achievement on both the Tests of Achievement and Proficiency (TAP) and the Texas Assessment of Academic Skills (TAAS) continues to be lower in most areas than high school students overall in AISD. Performance on standardized achievement tests has been historically difficult for some language-minority students.

Other Measures of School Success

Other measures of school success can be viable indicators of students making the necessary adjustments to remain in school and continue to strive towards graduation. Figure 32 shows the 1990-91, 1991-92, 1992-93, 1993-94 former Title VII newcomers during the 1994-95 school year on a variety of school indicators.

FIGURE 31
CURRENT (1994-95) STATUS OF FORMER NEWCOMERS

INDICATOR	1990-91 NEWCOMERS	1991-92 NEWCOMERS	1992-93 NEWCOMERS	1993-94 NEWCOMERS
Original number of students	108	104	134	120
Students who graduated May and summer 1992	9 [108-9=99]	N/A	N/A	N/A
Students who graduated May and summer of 1993	8 [99-8=91]	3 [104-3=101]	N/A	N/A
Students who did not re-register in 1993 fall semester	59 [91-59=32]	48 [101-48=53]	31 [134-31=10]	N/A
Students who started 1993 fall semester	32	53	103	Fall (N=97) Spring (N=23) N=120
School leavers during 1993-94 school year	7	8	18	35
Students who graduated May and summer of 1994	11	12	3	0
Number of students less graduates and school leavers	18 [32-18=14]	20 [53-20=32]	21 [103-21=82]	35 [120-35=85]
Total number of students at the end of the 1993-94 school year	14	33	82	85
Students who started 1994 fall semester	4	26	66	72
School leavers during 1994-95 school year	1	3	12	21
Students who graduated May and summer of 1995	3	10	8	5
Number of students less graduates and school leavers	4 [4-4=0]	10 [26-13=13]	20 [66-20=46]	26 [72-26=46]
Total number of students at the end of the 1994-95 school year	0	13	45	46

FIGURE 32
1990-91, 1991-92, 1992-93, 1993-94 FORMER TITLE VII NEWCOMERS,
OTHER MEASURES OF SCHOOL SUCCESS IN 1994-95

INDICATORS	1990-91 NEWCOMERS		1991-92 NEWCOMERS		1992-93 NEWCOMERS		1993-94 NEWCOMERS	
	Fall '94	Spring '95	Fall '94	Spring '95	Fall '94	Spring '95	Fall '94	Spring '95
Attendance	57.9%	70.3%	88.2%	86.8%	89.2%	89.0%	87.1%	83.6%
GPA	70.7	72.7	76.1	76.7	75.4	78.6	73.0	74.7
Retention*	X	0.0%	X	0.0%	X	0.0%	X	8.3%
School Leaver Rate	X	.9%	X	2.9%	X	9.0%	X	17.5%
Predicted School Leaver Rate**	X	8.6%	X	8.6%	X	8.6%	X	8.6%
Actual School Leaver Rate***	X	25.0%	X	11.5%	X	18.2%	X	29.2%

* Percent for the entire year.
** The percentage of program students predicted to leave school.
*** The percentage of students who actually left school; if this percentage is lower than what was predicted, the program did better than anticipated.
X = Rates are for spring semester only.

Graduation

Students coming to the United States from foreign countries must make many adjustments in order to function in American schools. Often the transcripts they bring with them are difficult to interpret because the educational programs in their home countries are different from school programs in the U.S. Some students come from rural areas that do not have educational programs beyond secondary schools (including grades 7-9), so students' experiences not only vary, but may be limited. In order for students to meet all graduation requirements, pass three exit-level TAAS tests, and learn a second language, they must make a major commitment to remaining in school and working very hard.

The grade distribution of former newcomers is indicative of students making progress and moving toward the attainment of a high school diploma. It is noteworthy that most (76%) former newcomers from the first, second, and third year of program implementation are classified as juniors and seniors. In the 1994-95 school year, 41 former newcomers were classified as seniors, and 21 (51%) met all of the graduation requirements. Of the remaining 20 students, six (30%) were missing one, six (30%) two, and three (15%) were missing three TAAS tests. Five (20%) had dropped out of high school sometime during their last year in high school (see Figure 33).

FIGURE 33
1994-95 TITLE VII NEWCOMERS PROGRAM
GRADE DISTRIBUTION OF FORMER TITLE VII NEWCOMERS

GRADE	1990-91 NEWCOMERS	1991-92 NEWCOMERS	1992-93 NEWCOMERS	1993-94 NEWCOMERS
9	0	0	3	17
10	0	3	17	38
11	0	5	28	11
12*	4	18	18	6
TOTAL	4	26	66	72

* Newcomers were allowed to continue in the program if they entered the program late, and/or they needed additional instruction. The list of students for each program year was a cumulative list; therefore, five seniors were counted in three different program years. Instead of 46 potential graduates, there were 41 students.

INTERVIEWS WITH FORMER NEWCOMERS

During the 1995 spring semester, a concerted effort was made by the program staff to reach approximately 120 former newcomers on their school campuses. Some former students transferred to other AISD high school campuses, some students were absent, others had schedule conflicts, others had dropped out or withdrawn, and some students could not be reached. A total of 86 (72%) former newcomers were interviewed, primarily by the teacher assistant. The purpose of the interviews was to collect information from the students' perspective, and to determine if any intervention was necessary. The following results were the most salient items of information reported by the students.

- Most of the former newcomers (84%) indicated they were "doing well" in their school work; most of the students were making A's, B's, and C's.
- Most of the students (80%) indicated that they would attend tutoring sessions. They listed reading, English, science, mathematics, history, and government as potentially helpful subjects.
- Almost three fourths (74%) of the former students did not participate in extracurricular activities.
- Less than one half (38%) of the students said they were working part time or full time after school and/or on the weekend. The average former newcomer worked an average of 23 hours a week.
- If students were considering dropping out of school, the primary reasons the students gave were family problems and financial necessity that required going to work.

The information collected from the former student interviews will be used for planning and coordinating services with the at-risk programs in the high schools where former newcomers are in attendance.

INTERVIEWS WITH GRADUATING NEWCOMERS

In May 1995, some of the graduating seniors were identified by the program staff and with the cooperation of the school personnel interviews with students were scheduled. Because of time constraints it was not possible to interview all of the students at all program sites. Forty-one former newcomers were classified as seniors, but not all of them had the required number of credits and TAAS requirements. Six students were interviewed and all of them fulfilled all of the graduation requirements. The following narratives reflect some of the achievements experienced by immigrant students in AISD. The names have been changed to protect the identity of the students.

JOSE RAFAEL

Jose Rafael grew up in rural Guanajuato and was able to finish primary school (grades 1-6) in his home country. Shortly after his arrival, Jose Rafael started school in one of the middle/junior high schools for approximately two months and then transferred to another junior high school. He dropped out after five months of attendance, and worked at a job in construction for seven months. He did not want to attend school at the time. He joined the Newcomers Program at Austin High School in the fall of 1990, and graduated in May 1995. From his time in the program, he recalled his teacher, his teacher assistant, and working in small groups as having been very helpful. His efforts at his studies were recognized by being on the Honor Roll for three years. He experienced some discouragement his junior year, but he received support from his former Newcomers teacher assistant, and his parents. Jose Rafael's family is very proud of his accomplishments, and now he is a role model for his three younger brothers and two sisters. He is currently working at a local restaurant full time as a bus person. Jose Rafael plans to save money in order to continue with his studies. He would like to be an architect. *His suggestions to newcomers include "take school very serious and study hard, do not misuse your time in school; choose either to work or to attend school because working will keep you from your studies."*

SANG HI

Sang Hi completed the first semester of her eighth grade in rural China before she and her family relocated to the United States. She started middle school and finished the second semester of eighth grade and entered the Newcomers Program at Austin High during the 1991 fall semester. Sang Hi participated in the Math Club, played the violin for three years in the orchestra, received a medal for first place in UIL one fall semester, and was the recipient of a certificate for achievement in social studies/government. Her sister was very supportive of her academic endeavors, and encouraged her to read and speak English daily for a two-hour period of time. The ESL teacher and teacher assistant were very helpful during her year with the program and in her subsequent high school years. Sang Hi plans to work during the summer and prepare to take the ACT exam; she will attend the community college during the fall and eventually transfer to a university. Computer programming may be a possible career option. *Her advice to newcomers is "to practice English by speaking with American people, to read, study and work very hard. It is not how smart you are, but how hard you are willing to work. Watching television can help with pronunciation and show you how to use English."* In her opinion, the school could have a language club that would provide opportunities for students to practice their newly acquired language skills, more programs to help with TAAS preparation, and more programs to prepare students for college entrance examinations.

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GLORIA ESTER

Gloria Ester came to the United States from rural central Mexico from the state of Zacatecas. She finished secondary school (grades 7-9) and was planning to attend preparatory school. She joined her family in the U.S. in December and started school in January 1993. From her year in the program she remembers the three-hours of intensive language instruction, working in small groups and the computers as having been very helpful. In Mexico she had been the president of her 9th grade class, participated in a Ballet Folklorico, and in a teacher training program through the Secretaria de Educación Pública. She joined the Ballet Folklorico in high school, received awards in government and for being a good student. Her experience with the Ballet was important and provided her with an opportunity to be expressive and release some of her frustrations. It took Gloria Ester approximately one year to feel confident, but she never thought of dropping out of school. Her brothers and sisters, who had been in American schools, were supportive of her academic efforts, and her parents encouraged her to continue with her studies. She plans to work during the summer and save some money in order that she can continue with her studies. *In Gloria Ester's opinion for students to complete high school, "they must pay attention in all of their classes, concentrate on their studies and devote as much time as possible to learning; they must also practice speaking English with English-speakers and not be shy."*

TRANG AND THAO

Trang and Thao are twin sisters who arrived from Vietnam in April 1993 after having completed the eleventh grade in their home country. After four months they started their schooling at Lanier High School. They remember liking the intensive classes in English instruction, the opportunity to work with computers and in small instructional groups. The twins were on the Honor Roll during their junior and senior years. They both received recognition for their work in the ESL classroom, and in their senior year were acknowledged by the State Farm Insurance Award. Trang was in the top ten percent of her class both junior and senior years, and had a perfect attendance record her junior year. Thao was in the top ten percent of her class during her junior year.They did not participate in extracurricular activities in the U.S., but in Vietnam they were on the high school track team, and volunteered for their church working with blind and hearing-impaired children. Their parents spoke with the teachers, came to Back-To-School Nights, and attended school festivals. Trang's and Thao's parents provided encouragement and were very happy with their daughters' accomplishments. The twins plan to attend the community college and eventually transfer to the university; they are still considering career options. *The twins advice for newcomers is "to practice listening, reading, speaking, and writing English every day, study hard, read the newspaper, use the dictionary, and try not to be embarrassed about getting out there and using the English language."*

In summary, former newcomers expressed several recurring themes related to their completion of high school: support and encouragement from family and friends, early commitment and perseverance, integration into the school culture, devoting time and effort to studying, and assistance from a teacher and/or teacher assistant in a special program.

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CHECKLIST FOR ANNUAL EVALUATION REPORT

Project Title: Title VII Bilingual Education Transition Program
School District: Austin Independent School District City/State: Austin, Texas
Report Submitted By: Ambrosio Melendrez, Director of State and Federal Programs
Report Prepared By: Rosa María González, Evaluation Associate

	Item/Page
1. **Introduction** The report includes: *(Not a requirement, but recommended)* 1.1 Description of project context: community, school, and district setting. *(Not a requirement, but recommended)*	1.1/ 2-3
1.2 Description of student characteristics: *educational background, needs, and competencies* of the limited English proficient (LEP) students served [500.51(a)]	1.2/ 7-10
1.3 List of project goals and objectives for students, staff, and parents, as applicable. *(Not a requirement, but recommended)*	1.3/ 5
1.4 Description of project implementation data for LEP students, English proficient (LEP) students, and former LEP students including: Amount of time (in years or months) participants received instructional services in the project, and, as appropriate, in another instructional setting [500.50(b)(3)(ii)(A)];	1.4/ 5, 42-45
The *specific educational activities* undertaken pursuant to the project [500.51(b)]	21-24, 32-33
The pedagogical *materials, methods, and techniques* used in the program [500.51(c)];	38-40
With respect to classroom activities, the relative *instructional time* spent with students on specific tasks [500.51(d)] and	38-40
The specific activities undertaken to improve *pre-referral evaluation procedures* and instructional programs for LEP children who may be handicapped or gifted and talented [500.51(f)].	N/A
1.5 Information on the educational, professional *qualifications* and *language competencies* of staff responsible for planning and operating the project [500.51(e)].	1.5/ 23-24, 27-30
1.6 Information on parent and community involvement activities, if applicable. *(Not a requirement, but recommended)*	1.6/ 30, 41
2. **Methodology** The report includes information regarding: 2.1 *Use of a comparison group*. Evaluation design includes a measure of the educational progress of project participants when measured against an appropriate *non-project comparison group* [500.50(b)(1)].	2.1/ 11-15
2.2 *Representativeness of evaluation findings*. Evaluation results are computed so that the conclusions apply to the persons, schools, or agencies served by the project [500.50(b)(2)(i)].	2.2/ 11-20
2.3 *Reliability and validity of evaluation instruments*. The instruments used are appropriate and consider factors such as age, grade, language, degree of language fluency, and background of the persons served by the project [500.50(b)(2)(ii)].	2.3/ 11-12
The report includes information regarding: 2.4 *Objectivity of procedures*. The procedures provide objective measures of the academic achievement of participants related to English language proficiency, native or second language proficiency (for programs of Developmental Bilingual Education [DBE]), and other subject matter areas [500.50(b)(2)(iv)].	2.4/ 10-15
2.5 *Method and frequency of data collection and summary of data analysis* procedures. Evaluation procedures used minimize error by ensuring [500.50(b)(2)(iii)]: _____ testing at twelve month intervals;	2.5/ 11-12
_____ proper administration and accurate scoring and transcription of results; and	11-12
_____ use of analysis and reporting procedures appropriate for the data obtained.	11-12

Checklist for Project Directors Preparing ESEA Title VII, Part A, Annual Evaluation Reports	Item/Page
3. **Findings**	
The report includes:	3.1/
3.1 Information about changes in the context or implementation of the project as described in the **Introduction**, section 1.4 *(Not a requirement, but recommended)*	N/A
The report describes:	3.2/
3.2 The participants' educational progress toward meeting the proposed objectives including, as appropriate, comparison of academic achievement of project and *non-project comparison groups*:	
(For all programs, including DBE) measures used to determine the educational progress of project participants when measured against an appropriate non-project comparison group [500.50(b)(1)];	10-15, 16-20
LEP participants' progress in English language proficiency (and in DBE programs, progress in another language) [500.50(b)(3)(ii)(B)];	11-12
(For all programs, including DBE) LEP participants' academic achievement in English language arts and in subject matter areas [500.52(a)(b)]; and	10-15, 16-20
For DBE projects, EP participants' academic achievement in second language arts (i.e., the project language other than English) and in subject matter areas [500.52(a)(b)].	N/A
3.3 The academic progress of former participants in English language classrooms. [500.50(b)(3)(i)(B)] [500.50(b)(3)(ii)(C)].	3.3/ 42-48
3.4 Overall progress achieved is described as measured by changes in rates of student:	3.4/
_____ grade retention [500.52(c)(1)];	20
_____ dropout status [500.52(c)(2)];	16
_____ absenteeism [500.52(c)(3)];	19
_____ placement in gifted and talented programs [500.52(c)(4)]; and	N/A
_____ enrollment in postsecondary education institutions [500.52(c)(5)].	47-48
4. **Summary, Conclusions and Recommendations** *(Not a requirement, but recommended)*	
The report includes a discussion of:	4.1/
4.1 Objectives met and reasons for not meeting those unachieved.	1
4.2 Project components most and least effective.	4.2/ 35-37
4.3 Unanticipated factors that affected the project outcomes positively and/or negatively.	4.3/ N/A
4.4 Recommended changes to enhance project effectiveness.	4.4/ ii, 36-37

Austin Independent School District

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